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The ATA

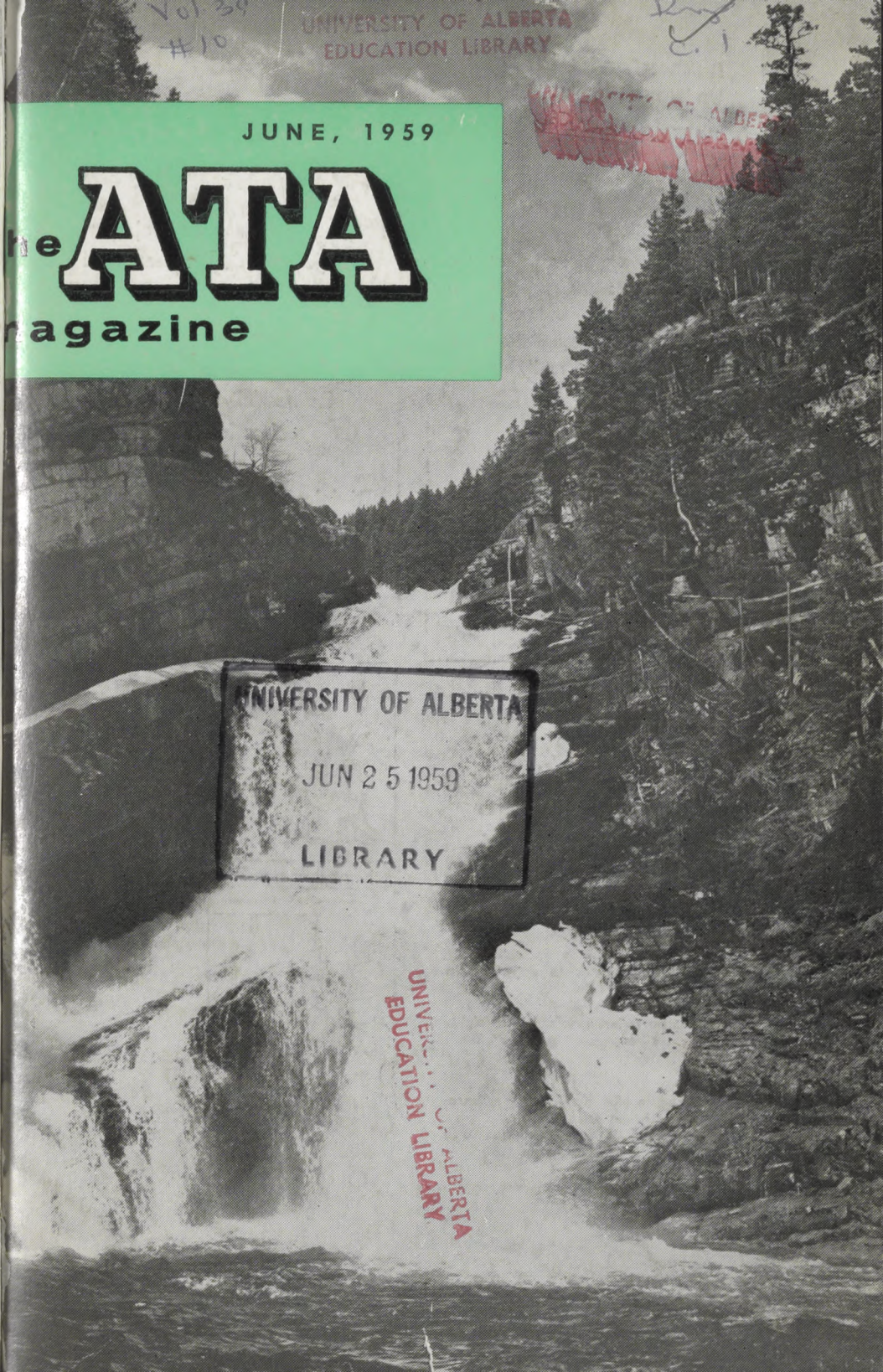
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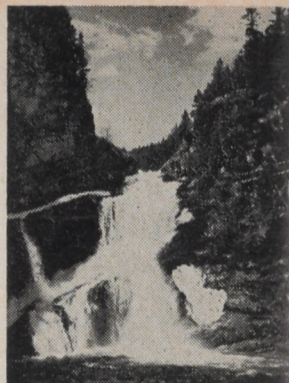


**TRANS-CANADA
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THE MONTH'S COVER STORY

Cameron Falls in Waterton Lakes National Park is one of the points of interest for tourists. Waterton is the Canadian section of the Waterton-Glacier International Peace Park located on the boundary of Alberta and Montana.

—Alberta Government Photo



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THE ATA MAGAZINE

F. J. C. SEYMOUR
Editor

S. C. T. CLARKE
J. D. McFETRIDGE
Associate Editors

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the ATA

magazine

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Watch Those Advertisements

Teachers who are scanning the advertisements for another teaching position should study what the ads say carefully before making an application. If the advertisement looks questionable, check with head office of The Alberta Teachers' Association, 9929 - 103 Street, Edmonton, before applying.

Some school boards do not say anything about the salary scale. This could mean that a new salary scale has not yet been settled, that negotiations are still in progress, or that a dispute exists between the school board and the Association. It could, of course, mean that the salary scale is settled but is not competitive enough to publish. If the scale isn't published in the ad, play safe and check with head office.

An increasing number of school boards are advertising what their ads call a "board offer". This is a sure indication that the salary scale has not been settled. If you apply for a position, you do not know certainly what the final settlement will be. Some boards that use this tactic hope to fill vacancies on their staff while a dispute exists between the trustees and the teachers. The Association has objected bitterly and still objects to this form of advertising, because it is an obvious attempt to 'break' the negotiating strength of the teachers already on staff.

In the past, the Association has had what it deemed to be a 'gentleman's agreement' with the Al-

berta School Trustees' Association to the effect that school boards which advertised for teachers would, if the salary scale has not been settled, carry the statement in the advertisement, "salary schedule under negotiation". Unfortunately, an increasing number of school boards have broken this agreement, and we are consequently forced to protect our members by inserting advertisements asking teachers interested in such ads to check with the Association. No doubt we will be told that this is boycotting, when it is in fact only self-defence.

A few points to remember.

- Before you make an application for a position, check to make certain that the salary scale has been settled.
- Ask for a copy of the agreement so that you can study it to make certain what salary you will be entitled to receive.
- Verbal promise of a salary is not enforceable in law—an agreement is.
- When you apply for a position, you are offered one, and you accept the offer, you have entered into a contract under which you are bound to render service.
- If there are any understandings regarding accommodation, position, and other living and working conditions, get them in writing. That's business.
- Don't try to negotiate for a salary for yourself higher than that to which you are entitled by the agreement. It is unethical practice and can be reason for disciplinary action.
- If a serious dispute exists between the school board and the teachers—there may be stormy weather ahead.

Finally, once you have made up your mind and have accepted a position, you have bound yourself, and the Association considers that you are obligated as a professional person to render service. If things don't turn out the way you thought they would — be more careful the next time.

Here is a method by which scores on a teacher-made test can be reported as marks which range from zero to one hundred and are normally distributed.

G. H. LAMBERT

IN many school systems the practice is followed of assigning percentage marks to indicate students' performance in the various school subjects. These are recorded in the report cards sent home to the parents and are used as the basis of promotion or non-promotion of students at the end of the school year. It is thus of great importance that these marks be fair and capable of comparison as between various schools and teachers.

The usual method of determining the mark made on a test is to multiply the student's raw score by 100 and to divide this product by the maximum raw score possible on the test. This calculation gives the well-known percentage and is the basis for the student's standard query, "What is it out of?", when test papers are being returned. This percentage is assumed to be a measure of what the student knows about the subject.

That such an assumption is unwarranted is apparent when only a cursory survey of the actual facts is carried out. Educational administrators know that only standardized examinations based on prescribed portions of the curriculum and given at stated times could give some measure of absolute achievement. Since teachers' tests are not standardized they do not constitute a reliable or valid measure of achievement. This is sup-

ported by the fact that teachers regularly make arbitrary adjustments to scores yielded by a test in order to produce a set of scores which are more acceptable.

These adjustments frequently take the form of an arbitrary bonus or the multiplication by some factor, or the arbitrary reduction of the possible raw score maximum without altering the raw score assigned to each question.

As an alternative to the unsound practices just described, a system involving an entirely different approach to the problem of computing report card marks is presented. This system is based on three assumptions:

- that performance in the school subjects is approximately normally distributed,
- that scores assigned by teachers to pupils' tests are valid only insofar as they determine a rank order of the students in the group,
- that there is a high positive correlation between intelligence test scores and performance in the school subjects.

The implication of these assumptions is that the marks assigned to students for report card purposes should be determined by a consideration of more than just the raw score obtained on a teacher-made test. It is admitted that there are many other variables which enter into

From Score to Mark

the absolute achievement of the students, e.g., ability of the teacher, diligence of the student, parents' attitude toward home study; but these are so many and varied and intangible that they cannot be precisely considered. In the system being proposed, only those factors are considered which lend themselves to some form of mathematical expression, namely IQ distribution, raw score, rank position, and size of group. Thus the scores finally determined will be the result of a mathematical process uniformly applied, and hence will admit of direct comparison.

At least one of the compulsory courses in education taken by prospective teachers in their certification or degree programs presents elementary statistical methods and indicates the application of these techniques to educational data. But these procedures, even in their simplest form, are too complicated and laborious for the average classroom teacher to use. Hence these techniques are not used, and the result is that the student score data being compiled and presented to parents and school authorities is statistically unsound and often misleading.

The system proposed here would require teachers to use simple tables which are designed to make use of the fact

that teacher-made tests do permit a rank-order to be determined. These tables incorporate the application of some statistical theory, but may be used without any complicated procedures being required. The scores given by these tables should have a measure of statistical soundness which at present is lacking in the marks assigned by teachers. Furthermore, the scores thus determined are independent of the degree of difficulty or easiness of the test, which is always a questionable factor in the mind of every teacher.

How it is done

The teacher of a subject in a school or a school system would administer an examination which has been agreed upon and would mark the test papers with as fine discrimination as possible in accordance with an acceptable key. The difficulty of the examination should be such as to spread the students widely over the possible raw score range. The raw scores obtained would be arranged in descending order and the frequency of each raw score would be recorded. This could be entered on the form specially developed for this purpose.

On the basis of the raw scores of all the students writing the examination in the school or the school system, a rank

order would be determined. (See note on the technique of ranking.) The teacher in charge of the procedure for converting the raw scores to percentages would compute the percent-position corresponding to each rank and would read the equivalent percentage score from the score column of the table. The method of computing percent-position is that

shown in Garrett's *Statistics in Psychology and Education*: $p = 100 \frac{(R - .5)}{N}$

where R is rank position and N the number of students who wrote the examination.

The following example illustrates the method in detail.

Mathematics 20: Test on Factoring

Maximum possible raw score: 35

Number of Students: 142

	Raw Score	Frequency	Rank	Rank-position Score	
	35	—			
	34	2	2	91	
"H"	33	3	4	87	"H"
(19 cases)	32	2	7	84	(14 cases)
(13.4%)	31	1	8	83	(9.9%)
	30	5	11	82	
	29	1	14	80	
	28	5	17	76	
	27	5	22	73	
"A"	26	1	25	72	"A"
(20 cases)	25	5	28	71	(33 cases)
(14.1%)	24	4	33	70	(23.2%)
	23	5	37	68	
	22	3	41	66	
"B"	21	5	45	65	
(31 cases)	20	11	53	61	
(21.8%)	19	5	61	57	
	18	7	67	56	"B"
	17	3	72	55	(41 cases)
"C"	16	6	76	53	(28.8%)
(25 cases)	15	9	84	51	
(17.6%)	14	7	92	47	
	13	6	98	46	"C"
	12	2	102	45	(34 cases)
	11	11	109	43	(24.0%)
	10	8	118	41	
	9	5	125	36	
"D"	8	7	131	31	
(47 cases)	7	1	135	26	
(33.2%)	6	5	138	22	"D"
	5	1	141	16	(20 cases)
	4	1	142	10	(14.1%)
	3	—			
	2	—			
	1	—			

100(10.5)
142 7.9
142 10.5
560
560

The conversion table used to convert a rank to a rank-position score follows. As an example of the use of this table, consider the raw score 30. The five students obtaining this raw score all have rank 11. The percent-position of rank 11 in a group of 142 is found by substituting in the formula:

$$p = \frac{100 (R - .5)}{N}$$

In this case $N = 142$. The percent-position is thus found to be 7.4, which corresponds to 82 in the conversion table.

Similarly, the eight students obtaining a raw score of 10 have a rank of 118. Substitution gives a percent-position of 83, which the conversion table shows as a score of 41 on the test.

This particular conversion table has been designed to give a median score of 55, and to distribute the letter-gradings as follows: H—10 percent; A—20 percent; B—30 percent; C—25 percent; D—15 percent. However, if this table were thought to be too rigorous for such subjects as Social Studies 10, another table could be used having some other fixed distribution of letter gradings and another pre-determined median. The table actually used in a subject would be a matter for prior agreement between the teachers and the administrators of the school or school system.

The only basis for any deviation from the table scores would be the existence of a significant difference between the

Conversion of Rank-Position Numbers to Percentage Scores

$$\text{Percent-position} = \frac{100 (R - .5)}{N}$$

Percent-position	Score	Percent-position	Score	Percent-position	Score	Percent-position	Score
0.00	100	15.26	73	51.66	54	86.76	37
0.23	96	16.33	72	53.24	53	87.69	36
0.48	94	17.48	72	55.06	52	88.62	35
0.76	92	18.62	71	56.66	51	89.50	34
1.06	91	19.81	71	58.32	51	90.32	33
1.37	90	21.03	70	59.93	50	91.13	32
1.72	89	22.25	70	61.58	48	91.87	31
2.08	88	23.61	69	63.19	48	92.62	30
2.48	87	25.00	68	64.79	47	93.28	29
2.90	86	26.37	68	66.29	47	93.92	28
3.34	85	27.72	67	67.79	46	94.54	27
3.83	85	29.21	66	69.29	46	95.12	26
4.37	84	30.71	65	70.79	45	95.63	25
4.88	84	32.21	64	72.28	45	96.17	24
5.46	83	33.71	63	73.63	44	96.65	23
6.08	83	35.21	62	75.00	44	97.11	22
6.72	82	36.81	61	76.39	43	97.52	21
7.38	82	38.42	60	77.75	43	97.92	20
8.13	81	40.07	59	78.97	42	98.28	18
8.87	81	41.72	58	80.19	42	98.62	16
9.68	80	43.44	57	81.38	41	98.94	14
10.50	78	45.00	57	82.52	41	99.23	11
11.38	77	46.81	56	83.67	41	99.51	8
12.31	76	48.47	56	84.74	40	99.76	4
13.24	75	50.00	55	85.78	38	100.00	0
14.22	74						

mean IQ of the students being examined and the mean IQ of all the students in the school system to which the school belonged who were of the same grade level as the students being scored. In order to ensure a difference between the scores of a dull group and those of an above-normal bright group, the tables used would have to be those which incorporated the necessary compensation. These tables have been prepared and are based on mean IQ differences of plus or minus 3, 5, 8, 10. The school would be directed to use the table appropriate to the group being reported upon. Generally, however, it is anticipated that the zero-deviation table will be used. When the fall registration is completed in each school, the mean IQ of the various groups of students would have to be determined, and the results compiled to give a system-wide IQ for the students of each grade. On the basis of this information a school would be advised as to which table to use in the case of a grade whose mean IQ differed significantly from that of the total grade population in the school or school system. When a pupil transferred from school to school, the tables on which his report card marks were based would be noted in some such manner as follows: "zero-deviation table used"; or "plus five deviation table used". By doing this, some valid comparison of marks awarded by the different schools would be possible.

Mr. Lambert is coordinator of the mathematics department at Eastglen Composite High School in Edmonton. Should any school or school system desire to try out the procedure outlined, Mr. Lambert would be pleased to provide suitable forms for use in compiling raw scores and interpreting results graphically, and to provide other conversion tables if the one given here is considered too stringent for certain courses.

Determination of rank from raw score frequency distribution

After the raw scores are arranged in descending order and the frequency of each raw score has been recorded, divide the total number of cases by two and note this halfway point. Then rank the student as shown in the following illustration:

Raw Score	Frequency	Rank
45	1	1
44	3	3
43	4	7
42	5	11
41	8	17
40	2	22
39	3	25
38	1	27
		<hr/>
		27

For all raw scores having odd frequencies, consider all students with this raw score as having the rank of the middle case, e.g., in $f = 3$, above, these students are considered to be grouped in the third rank, with the second and fourth ranks not filled. When there is an even frequency for a raw score in the upper half of the whole distribution, consider all students as having the rank of the student at the upper limit of the lower half of the frequency, e.g., in $f = 4$, in the example above, all students are considered as in the seventh rank, with the fifth, sixth, and eighth ranks not being filled.

The percent-position of the ranks shown in the ranking example may be computed with sufficient accuracy by means of a slide rule, or they may be worked out by ordinary multiplication and division. If the reader will compute the percent-positions in the example shown, he will find that they are 1.85, 9.25, 24.1, 38.8, 61.0, 79.5, 90.7, and 94.5 respectively. Reference to the conversion table shows that the scores corresponding to these percent-position values are: 89, 80, 69, 60, 48, 42, 33, and 27 respectively.

Modern Mathematics and the High School

D. H. CRAWFORD

The approach to equations and inequalities indicated in this article has several advantages of which two are of particular importance. First, treatment of inequalities as well as of equations restores the balance which has been lacking at the level of high school mathematics. Many modern applications such as linear programming are more concerned with inequalities. Second, by identifying the points corresponding to the solution set of a sentence as the graph of the sentence, we broaden and clarify the concept of the graph. Mr. Crawford is an honors graduate in mathematics and physics and was engaged in scientific research before entering the teaching profession. He taught for a number of years in English grammar schools before joining the staff of the University of Alberta in 1958 as professor in the Division of Secondary Education, Faculty of Education.

IT would be fair to say that mathematics entered a new era in its development about 1830, when two European mathematicians, Lobachewsky and Bolyai, independently questioned the famous Parallel Axiom of Euclid. It thus became clear that other consistent systems of geometry, based on different or non-Euclidian assumptions, could be constructed. A similar development began in algebra some 10 to 15 years later when the Irish mathematician, Hamilton, created a new algebra in which the commutative law $a \times b = b \times a$ did not hold.

Geometry has come a long way since then and so has algebra, and mathema-

ticians have more and more tended to develop mathematics to the point where it is independent of physical reality. Thus one can distinguish between mathematical and physical truth. Consider for example a man who has committed a murder. He is brought to trial; yet, on the basis of the actual evidence presented to the jury, they acquit him. The jury has in fact acted logically, and their verdict is thus an example of mathematical truth. However, in terms of physical truth, the man is guilty. This example illustrates how mathematics has finally emerged as the study of abstraction and of logical self-consistent systems based on certain axioms and permissible operations, so that Bertrand Russell can say of it: "Mathematics is the subject in which we never know what we are talking about nor whether what we are saying is true". This, of course, does not mean that mathematics cannot be applied to real life problems. The real point is that the greater unity and systemization to which modern mathematical developments have led makes mathematics of more universal application than ever.

The main new branches of mathematics include topology, which is the study of what properties of a geometric curve remain invariant, not if we move it rigidly (Euclidian or metric geometry) but if we squeeze it or stretch it, i.e., if we deform it continuously as if it were drawn on a sheet of rubber. A second branch is symbolic logic, the special form of logic which has emerged as the result of the mathematical study of classical logic. A special symbolism is employed which makes for greater care of expression and is subject to less ambiguity than the words of ordinary English. The portion of interest to teachers is often called the calculus of propositions. It is analogous to the theory of electrical circuits, and is being increasingly applied to problems of computing machines. In modern algebra, new concepts such as groups, fields, rings—all dealing with the structural rather than the manipulative aspects of algebra—have been developed so that different algebras exist for different

purposes. In this way modern algebra constitutes a new branch of mathematics. A fourth new branch is the theory of probability and statistical inference which had its roots initially in the seventeenth century with the analysis by Fermat and Pascal of certain gambling games, but is now of vital importance in science, business, industry and government where decisions have to be made on the basis of incomplete information which is of a statistical nature. The eventual problem is how reliable are the inferences made from the analysis of such data. Other branches such as the theory of games and linear programming developed very recently are already of considerable importance in solving economic and industrial problems.

Perhaps the most important new concept in all modern mathematics is that of the set. A set is simply any collection of objects or entities. This concept is used in all branches of mathematics: algebra, geometry, logic, topology, and all the rest. It is a simple one, but of pervasive importance and therefore worth studying for its own sake. It is a unifying principle. The concept of set illustrates how modern mathematics can be brought into the high school curriculum.

First, however, it would be well to consider the pertinent question: Why bring modern mathematics into the high school at all? Not all people are agreed that it should be brought in, and some vigorous critics do exist. One argument for its inclusion is the increasing concern which has been felt about the high school mathematics curriculum by various groups—teachers, educators, and professional mathematicians. In fact, the explosive development of mathematical and scientific knowledge has rendered the present mathematics curriculum less and less relevant to current mathematics and its application to modern science. In general, it is true that the high school mathematics we are teaching was discovered before 1800. The new notions such as set theory are essentially not very difficult to grasp, and they offer two

(Continued on Page 40)

If you write a message at the tenth grade reading level, you will miss about half of your adult readers.

Reminders for Communicators

ALL communicators—teachers, writers, film-makers, broadcasters, exhibit-makers—slip up on some key steps in communication. Samuel Johnson once said that people need to be reminded more than they need to be instructed. With this blessing in mind, here are some reminders of common mistakes, followed by suggested solutions.

- The aim of the communicator is ambiguous, diffuse, unclear.

If you don't know where you are going, any road will lead there—so says an old saw. But in a world where there are many enticing side-paths—both to speaker and listener, to writer and reader—we must be sure just what message we are taking to what people. What responses do we want? We must remember the communication specialist who said, "Speak, Fido!" Fido promptly replied, "What do you want me to say, to whom, and with what effect?"

The kind of message transported makes a difference. There are messages of information, of persuasion, of suggested action, and these are often combined. It is not enough to say that we are helping voters become well-informed. We must ask: how well-informed about

what? What, specifically, would we hope the reader, the viewer, or the listener would know, feel, and do about the early signs of heart difficulty, or about tariffs with Japan, or social security?

Every planning committee must decide what minimum it will settle for. Information and fairly immediate action as goals can be definitely mapped. But allaying fears about a disease or the building of an attitude of self-respect in the mind and heart of a prospective delinquent is far more difficult to chart. And the complexity and difficulty of certain kinds of long-term communication may lead us unwisely to accept shortsighted programs of information or action.

- We don't have a clear picture of our audience.

Many communications ignore the background and educational level of prospective members of an audience. If you write a message at the tenth grade reading level, you will miss about half the adults in this country. If the message is at the twelfth grade or high school graduate level, you may miss as many as two-thirds of all adults. If it is at a college graduate level, you will miss about 93 percent of the adults.

Let us suppose that your immediate concern is to convey some information about world trade to all adults in this country. You would face, at once, a large

EDGAR DALE

group of adults who know little or nothing about world affairs and will not read or look at your message either in the newspaper or on television. A sampling of adults in a spot check made by the *New York Times* showed that 39 percent did not know that Berlin was deep in East Germany. They evidently missed the meaning and drama of the air-lift to bring coal and food to Berlin in 1948-49. They do not read the daily news items on foreign affairs. The excellent nightly television news programs of NBC or CBS are either not seen or not understood. Worse still, people are 'psychologically barricaded' against certain kinds of experience. We know, for example, that non-smokers see much more of the newspaper information on lung cancer than do the smokers. We have learned to avoid the unpalatable information right under our nose.

People are not a mass—at least not yet. They are made up of publics—groups enough alike to communicate freely with each other, possessing power and the ability to use it. While it is true that nearly everybody has a television set, it is not true that everybody looks at even the most popular programs. Everybody usually means a maximum of 30 percent if you are dealing with any mass audience, whether newspaper, radio, film, or TV. There are rarely any majority audiences; nearly all are minorities. While there is nothing especially noble about reaching a small audience, to please a huge audience requires an inordinate amount of cliché and corn.

A Haitian friend told me he used to say that "everybody goes to the mountains in the summer" but that actually it was really only a small percentage. He meant "everybody who is like me". The ease with which we ascribe universality to our own prejudices or predilections must not lead us to errors in judging the experiences and interests of our readers or viewers.

■ The communication is too long.

Brevity is not only the soul of wit; it is also the essence of good communi-

cation. The long-winded speaker doesn't realize that his speech didn't get across. He should have quit when he was ahead, but he added more and more and more. As a short speech it would have been a dandy; as a long speech it was a bore. The poor speaker quits when he is tired. The good speaker quits just before the audience gets tired. Turn off the flow of words when their cups are full.

No one can say just how long a message should be, but you rarely hear complaints about a speech being too short. The amateur worries about what he is going to put in his speech or article. The expert worries about what he should take out. An artistic performance is concentrated, has a central focus. Lincoln spoke for less than two minutes at Gettysburg but his message still tugs at the heart.

There is the anecdote about the little boy who did not like the big book on penguins because it told him more about penguins than he wanted to know. A president of a large corporation wrote a letter to his ten vice-presidents suggesting that their letters and memoranda were often too long. The next morning he had on his desk nine letters bearing only the single word: "Right!" The tenth letter merely said: "Check!"

Henry L. Mencken answered his detractors with a soothing and cryptic message: "You may be right!" It is likely that if you sent a one-word letter "Congratulations!" to ten of your professional friends, they would be pleased and would not wonder what they were being congratulated about. We are always ready for short (or long) messages of comfort and praise.

■ We do not select the right vehicles to transport the message.

I do not suggest that each medium—whether motion picture or exhibit or radio—should carry only specific kinds of messages. We cannot neatly differentiate on this basis. Nevertheless we might mistakenly use educational television to transport a message that could

(Continued on Page 31)

The ATA Curriculum Committee

E. J. INGRAM

THE Alberta Teachers' Association has two or more representatives on the following departmental curriculum committees: General Curriculum Committee, Elementary Curriculum Committee, Junior High School Curriculum Committee, High School Curriculum Committee, High School Entrance Examinations Board, and High School and University Matriculation Examinations Board. The Association's Curriculum Committee is composed of the above representatives with additional persons from the Department of Education and the Faculty of Education.

The major function of the ATA Curriculum Committee is to study and report on curriculum resolutions submitted to the Annual General Meeting by local associations. According to practice laid down by the annual meeting, current curriculum resolutions are referred to the committee for a year's study and report at the next Annual General Meeting. This policy was amended at the 1959 meeting so that curriculum resolutions can be debated but not voted upon at the Annual General Meeting at which they are first presented.

As soon as possible after the Annual General Meeting, the ATA Curriculum Committee meets to discuss the resolutions. A member of the committee is named to head a subcommittee to study each resolution. At the second meeting, held in November, reports are received

from each study committee, recommendations are decided on for each resolution, and decision is made on the nature of the report to the next Annual General Meeting. An editing committee is also named to finalize the report. At the third meeting of the committee, held in January, the final report is approved, and at the same time current resolutions to be presented at the forthcoming Annual General Meeting are reviewed and edited.

The report of the ATA Curriculum Committee is printed in the *AGM Handbook* and copies are forwarded to locals prior to the meeting. According to its terms of reference, the committee may recommend that no action be taken at the present time respecting a resolution, that the resolution be given further study and investigation, or that it be referred to the appropriate departmental committee or authority. Councillors at the Annual General Meeting may accept or reject the recommendations. If the recommendation of the committee is rejected by the meeting, the councillors may direct that one of the other means of disposing of the resolution be followed. According to present practice, curriculum resolutions themselves are neither accepted nor rejected by the AGM and are thus not considered as policy resolutions.

Local associations wishing to submit curriculum resolutions are asked to include supplementary information in sup-

port of them. In order to be referred to the ATA Curriculum Committee by the following Annual General Meeting, resolutions must be submitted to head office by December 31 but earlier submission is desirable. The Executive Council reserves the right to have resolutions edited and reworded as long as the intent is not changed.

In addition to studying and reporting on curriculum resolutions, the ATA Curriculum Committee has other functions. It receives reports from its representatives on meetings of departmental curriculum committees and it may recommend curriculum studies for consideration by the Executive Council. It is probable that, as the Association expands its activities in the curriculum field, the terms of reference of the ATA Curriculum Committee will also be extended. This matter was considered at a meeting held on May 11 and the committee has proposed several changes to the Executive Council.

Resolutions referred to the ATA Curriculum Committee by this year's annual meeting were allocated for study to subcommittee chairmen as follows.

■ R. M. Dobson

Whereas; the achievement of students in French 30 is below the average in other provinces of Canada, and

Whereas; the five periods per week allotted for French 20 and French 30 do not give enough time to master both the speaking and the grammar of French, and

Whereas; the amount of French learned in French 20 and French 30 does not equip the student to use the language outside the school,

BE IT RESOLVED, that the Curriculum Committee of The Alberta Teachers' Association be requested to study and report as to the advisability of re-instituting the three-year program in French as previously required in Alberta schools. (C72/59)

■ E. W. Duff

Whereas; a C grade is a passing grade for all subjects in the senior high school, and

Whereas; the subject matter of senior high school courses is, per se, more difficult than material encountered in junior high school courses, and

Whereas; students enter senior high school with as many as three D grades in subjects tested in the Grade IX departmental examinations, and

Whereas; such students enter high school because of a lack of provision of other educational facilities;

BE IT RESOLVED, that no student shall enter the senior high school with less than a C grade on any subject in which a Grade IX depart-

mental examination is written, and that the needs of such students be studied, and educational facilities suited to their needs be provided. (C68/59)

■ H. G. Forgues

Whereas; it is desirable that educational research by The Alberta Teachers' Association be pursued to inquire into basic principles and procedures in secondary and higher education, especially those arising from post-war reforms in Western European countries,

BE IT RESOLVED, that The Alberta Teachers' Association initiate the sending of at least two, and preferably three, active members of the Association or other educationists to spend at least six months in studying the educational systems of Great Britain, Denmark, Norway, The Netherlands, Belgium, France, Switzerland, and Luxembourg, and publicize a complete report of their findings. (C75/59)

■ A. E. Henderson

BE IT RESOLVED, that more comprehensive departmental examinations in Biology 32 be set, than the examinations used in this subject in 1957 and 1958. (C64/59)

BE IT RESOLVED, that high school diplomas should be labelled Matriculation, General, Commercial, or Technical. (C69/59)

■ N. A. McNair Knowles

BE IT RESOLVED, that we take all necessary action to get the Department of Education, superintendents, principals, and teachers to implement the ideas contained in resolutions C70/57 and C71/57 passed by the 1958 Annual General Meeting. (C66/59)

■ Horace F. McCall

Whereas; there has been a decreasing emphasis on the fine arts subjects in the program of Alberta schools, and

Whereas; this decreasing emphasis has been enhanced by the lack of provincial government grants for new buildings with proper stage and acoustic properties,

BE IT RESOLVED, that the Department of Education and the Faculty of Education be urged to put more emphasis on the fine arts subjects in our schools and teacher education programs, and further

BE IT RESOLVED, that the Government of the Province of Alberta be asked to consider special grants for properly constructed stages and acoustically improved auditoria. (C67/59)

Mr. Ingram, secretary of the ATA Curriculum Committee, is an executive assistant at head office. He was asked to describe the major activities and operation of the committee for our readers. Individual teachers, sublocals, and locals are invited to send opinions and relevant information to study subcommittee chairmen.

ATA Curriculum Committee Members

Mrs. Inez K. Castleton
(Chairman)

2236 - 33 Avenue S.W.,
Calgary

A. N. Carscallen

219 - 25 Avenue N.W.,
Calgary

R. M. Dobson

3041 - 2 Street W.,
Calgary

Miss E. W. Duff

4203 - 2 Street N.W.,
Calgary

H. G. Forgues

Box 661, Lacombe

G. S. Grant

234 - 4 Street S.E.,
Medicine Hat

A. E. Henderson

8922 Windsor Road,
Edmonton

Horace F. McCall

Seba Beach

N. A. McNair Knowles

8539 - 74 Avenue,
Edmonton

Edwin L. McKenzie

302 - 12 Street S.W.,
Medicine Hat

I. B. Mallett

#7, 9660 - 82 Avenue,
Edmonton

T. H. Murray

#9, Composite High School,
Red Deer

T. F. Rieger

Picture Butte

Dr. E. W. Buxton

Faculty of Education
Edmonton

Dr. T. C. Byrne

Department of Education,
Edmonton

A. B. Evenson

Department of Education,
Edmonton

M. L. Watts

Department of Education,
Edmonton

Dr. S. C. T. Clarke

E. J. Ingram (Secretary)

■ Edwin L. McKenzie

Whereas; the present system of education requires an adequate supply of reference materials for student study of science, enterprise, social studies, and other curriculum subjects, and

Whereas; the school reading program and literature courses require an abundance of leisure reading material, and

Whereas; an organized library directed by a teacher-librarian is an essential feature of the school curriculum,

BE IT RESOLVED, that the locals of The Alberta Teachers' Association recommend to their school boards that a central library, directed by a trained teacher-librarian, be made available in each school of 200 or more pupils. (C73/59)

■ I. B. Mallett

Whereas; Ukrainian is not the language of any presently recognized independent state, and

Whereas; it is doubtful that any research in science is undertaken in this language, and

Whereas; Ukrainian does not form the basis of any of the Western European languages, and

Whereas; it is doubtful whether many North American universities would accept Ukrainian as a matriculation subject,

BE IT RESOLVED, that the Curriculum Committee of The Alberta Teachers' Association be requested to study and report as to the advisability of discontinuing the teaching of Ukrainian in the high schools of Alberta. (C70/59)

Whereas; the national tongue of every ethnic group in Alberta should be given equal consideration, and

Whereas; the Russian language is both useful for literary study and for scientific research,

BE IT RESOLVED, that the Curriculum Committee of The Alberta Teachers' Association be requested to study and report on the advisability of instituting courses in Russian in the high schools of Alberta. (C71/59)

■ T. H. Murray

Whereas; although it is interesting and often useful to know the aptitudes of pupils, especially in work for guidance, it is more important to know their actual achievements, and

Whereas; departmental examinations should attempt, as much as possible, to test the amount of learning by the pupil in the particular course being tested rather than to test aptitudes such as intelligence, and

Whereas; the reading test given to Grade IX students in the June examination, measures largely the product of aptitude and the degree of reading skill acquired in earlier grades, thus reflecting very little the results of the year's work in Grade IX,

BE IT RESOLVED, that any useful tests of ability, such as intelligence tests, ability tests, mathematical aptitude tests, etc., be kept separate from the actual achievement tests which should constitute the departmental examinations and that, to as great a degree as possible, data on abilities and aptitudes be placed in an entirely different category from data on achievement, only the latter constituting the actual gradings for Grade IX pupils. (C65/59)

■ T. F. Rieger

Whereas; the findings of many medical officers of health in Alberta show evidence of poor muscular development and a lack of physical fitness among a large percentage of the school population, and

Whereas; there is a need for supervision in curriculum development in physical education, and

Whereas; supervision is needed to coordinate the efforts and contributions made by the School of Physical Education, University of Alberta, and various other groups in solving instructional problems, and

Whereas; the school physical education program is not being correctly interpreted to many groups, and

Whereas; there is a lack of available advice to school administrative officers for the improvement of physical education programs, and

Whereas; there is lacking a qualified person to recommend the best kinds of facilities for the instructional program,

BE IT RESOLVED, that The Alberta Teachers' Association recommend to the Minister of Education that immediate steps be taken towards the appointment of a provincial supervisor of physical education. (C74/59)

Opinions and information on the curriculum resolutions currently under study are solicited by your Curriculum Committee. If you have information or ideas pertinent to the study of any of these resolutions, please contact the person in charge of the appropriate study committee.

Notice Regarding Definition of "Teacher" for Teachers and School Board Secretaries

Section 2(d) of *The Teachers' Retirement Fund Act* has been amended to read as follows:

"teacher" means any person who holds a valid certificate of qualification issued under the regulations of the Minister of Education and who is employed

(i) by the board of trustees of a school district or division, constituted under *The School Act*, in the capacity of

(a) a teacher, or

(b) a librarian devoting his full time to the work of a school,

or by the Lloydminster Public School District in the capacity of a teacher;

(ii) as a superintendent, supervisor, principal or other such official of a school district or a school division formed and constituted under *The School Act*, and includes a person employed by the board of trustees of a school district or division constituted under *The School Act* and engaged in a non-teaching capacity, if the holding of a valid certificate of qualification issued under the regulations of the Minister of Education is required by the board of trustees as a condition of the employment and the requirement is approved by the Board of Administrators.

The Board of Administrators suggests that any teacher considering a position other than as a teacher, librarian, superintendent, supervisor, or principal contact the Board regarding his position under *The Teachers' Retirement Fund Act* before he accepts it.

It is suggested also, that school boards considering the establishment of positions other than those listed above, contact the Board regarding the status under this Fund of any teacher appointed to the position.

**Board of Administrators
Teachers' Retirement Fund**

R. COMMON

says that all too frequently in schools geography is dismembered between studies of the earth and the social sciences. He notes that geography has become a study in itself at university level.

Some Thoughts on Geography as a High School Subject

AT the outset, a discussion of the nature, content, and purpose of geography might help to assist in an objective evaluation of this controversial subject. Geography is not general knowledge or simply a ramshackle collection of information about people and places, even although facts are a basic part of the subject. The factual information used in geography is more akin to the ingredients of a cake which have still to be processed before an interesting and digestible result is obtained. Furthermore, to collect the data required, the geographer either draws upon relevant material in related subjects, or else uses specific geographical techniques for his own observations.

Processing of data in geography involves its appraisal, organization and presentation in a reasoned fashion, so that selected natural and man-made features on the earth are not only described but also accounted for in varying degrees of fullness and precision. Like your wristwatch, therefore, geography has

many parts, but they have to be a full set of correct parts, properly located in relation to each other to make the subject a 'going concern'.

People form the core of the discipline, and it is the task of the geographer to ask and seek the answers to the following types of questions about them. Where do they live and in what numbers? Why should the distribution and density of population change with locality and time? When did the population arrive, where did it come from, and what did it bring of particular value? How did, do, and will the people support themselves in any given area permanently or temporarily? From the nature of these basic questions, it will be obvious that geography is also concerned with place and products since there are important inter-relationships and interdependencies between the three P's, i.e. people, place, and products. Place involves a consideration (and an understanding) of the natural environment, but only insofar as this affects population. Products (de-

defined as "that which is produced by natural processes, labour, art, or mental application") again command our interest when directly or indirectly influential upon population numbers, organization, and distribution. Like the historian and the geologist, we too are time-conscious, for in geography nothing is constant but change.

It will be observed that the yardstick used to assess the relevance of material is a simple one, i.e., does this directly or indirectly influence population numbers, organization, and distribution? Did it in the past, might it in the future, and if so, how? Similarly, it will also be apparent now that the geographer has his own particular standpoint and contribution to make in society. As the *Geography Review*, 1958 stated it:

Geography
in large degree
is thus
the gift to see
not thee and me,
but us
summed up with grace
in Mass and Space.

Thus, we note that geography uses facts which have been collected outdoors and indoors from a variety of sources. These selected facts have then to be connected and interrelated with a definite end in view. Geography is, therefore, concerned with observations and descriptions, causes and effects, processes and possibilities, and hence it stands with one foot in the Sciences and the other in the Humanities. In many ways, geography forms a bridge between these two branches of learning. Distributions and patterns also form an integral part of its contents, and yet by the intelligent use of maps and photographs this particular aspect of the subject can be most emphatically presented with an economy of words.

What then has geography to offer? It would appear that geography can contribute toward at least five of the "needs of youth" as laid out in the recent *Junior High School Handbook* (Alberta,

Dr. Common is on the staff of the Department of Geography, University of Alberta, and this article incorporates the ideas expressed in his address to teachers of the Edmonton City Convention last spring. Information as to sources of helpful information for teachers of geography is available from the department.

1955). Again, in both the junior and senior high school curricula, geography could provide a discipline with well defined limits and distinctive techniques. In its general aspects, geography embraces the whole world while in its regional aspects it deals with selected portions of the earth's surface—all of which makes for a wider outlook on world society, a factual basis for ideas, and the habit of seeking out all the factors which might help to answer a particular problem. Thus, if geography was taught regularly and separately by a suitably trained teacher, the student would receive systematic training and development of his intellectual and moral faculties in a subject concerned with realities.

Next, it is suggested that geography offers considerable scope for self-expression and initiative on the part of both staff and students. Indoors, the formal teaching can be supplemented by the use of the visual aids and also complemented by the student's use of cartographic and interpretive techniques. Since the subject lends itself admirably to excursions, certain aspects of the indoor teaching can also be most convincingly demonstrated to the student out-of-doors.

In testing students, a diversity of methods are available to the teacher. Factual information alone can be checked by the use of questionnaires, outline maps, or simply by demanding definitions. Halfway between this type of test and questions requiring essay answers are those which depend upon a knowledge of fact and an appreciation

of its importance. The essay answer in its turn can involve students either in answering problems based upon known facts, or else in using statistical or cartographic material which has been provided.

In short, geography contains material which is educational, scientific, and philosophical. It lends itself to both indoor and outdoor activities, and since its contents are continuously being renewed it is always alive and in touch with everyday affairs. Obviously the need for suitably qualified teachers in the subject is a matter for concern since this will influence the quality of the teaching in any one year and throughout the whole school geography program. Equally urgent is the need for already trained geographers to be fairly represented on policy-making committees, for their presence will ensure that basic dicta are adequately and completely stated in teaching guides and that curricula will be realistic in what is asked of both the teacher and the student.

By way of conclusion, it seems desirable to draw attention first to the wide divergencies which exist in the status of geography in Canada, and then to the challenge of the subject itself. In Ontario, during this academic year, geography and history are being taught as separate subjects from Grade VII onwards, with geography obligatory for four years and possibly for seven years. Elsewhere, the subject is all too frequently dismembered between studies of the earth and the social sciences and appears to exist only as an elective or to disappear above the junior high school level. Paradoxically, however, the acceptance of geography at the university level has become more widespread in recent years!

Finally, be quite certain that tradition is in the making here in Canada, and that it should be recorded. This is a challenge which all geographers can meet in their own particular ways, no matter what their status, working either as individuals or collectively in their own learned societies.

Notice Regarding Refund of Pension Contributions

Forms for use in applying for refunds of contributions may be obtained from the office of the Board of Administrators, Teachers' Retirement Fund, 9929 - 103 Street, Edmonton.

According to a regulation of the Board of Administrators, effective since July 1, 1954, applications for refund are placed on file until four months after August 31, if the teacher taught to the end of the school year, or until four months after the date of the last contribution, if the teacher withdrew from teaching during the school year. This regulation is necessary for the following reasons:

1. It provides protection for the teachers who have resigned in June or July, with no intention of returning to teaching, but who change their plans and return to teaching within a few months. A teacher who accepts a refund of contributions, relinquishes all accrued benefits in the Fund.
2. All contributions must be received and posted before the refund payment can be made.
3. The regulation helps to avoid unnecessary cost in office administration.

**Board of Administrators
Teachers' Retirement Fund**

WCOTP Takes Stand Against Rating System

The opposition of Japanese teachers toward an efficiency rating system has received the official support of the World Confederation of Organizations of the Teaching Profession.

Under this system principals fill out each year complex rating cards on the merits of each teacher. On the basis of these cards regional boards determine the teacher's status for the year.

Acting on behalf of the WCOTP executive committee, Secretary General William G. Carr has written the Japanese minister of education, Ryogo Hashimoto, that the plan "will ultimately harm the total education system". He points out in his letter that "there is no solid evidence that ratings are a reliable proof of merit in teachers"; that they are "frequently detrimental to morale and professional spirit"; that competence can be assured in many other ways; and that wise selection of teachers and leadership are "far better methods of improving the quality of instruction than the financial penalties of rating systems".

Prior to taking this stand, WCOTP sent

its assistant secretary general, Paul S. Welty, to Japan to make an on-the-spot study of the situation. Dr. Welty was told by many Japanese teachers that the system created ill-feeling and rivalry among teachers rather than cooperative effort in the teaching of children; that the evaluations were necessarily subjective; and that some administrators were not themselves qualified to rate teachers or were influenced in their judgments by political consideration.

For months the determined opposition to the plan of the Japan Teachers Union, a national member of WCOTP, has had important repercussions on many phases of Japanese education.

Dr. Carr concludes his letter by urging that the efficiency rating plan be suspended while discussions are held to obtain a satisfactory solution to the total problem. He offers on behalf of WCOTP "any assistance which lies within our power to further the progressive development of education in Japan".

Reprinted from the WCOTP Echo, April, 1959.

Notice Regarding Eligibility for Refund under Section 7, By-law No. 1 of 1948

A recent amendment to Section 7 of By-law No. 1 of 1948 of *The Teachers' Retirement Fund Act* permits teachers who began contributing to the Teachers' Retirement Fund **after age 50**, and who are not eligible to receive a retirement allowance at retirement age, to obtain refunds of all contributions and interest to their credit in the Fund, upon application from year to year although continuing in teaching service, or upon withdrawal from teaching without application. Application for refund may be made once each year.

Forms for applying for refund under Section 7 of By-law No. 1 of 1948 may be obtained from the office of the Board of Administrators, Teachers' Retirement Fund, 9929 - 103 Street, Edmonton.

**Board of Administrators
Teachers' Retirement Fund**

Using the Short Story to Teach Creative Writing

THE story has a universal appeal. Children from the ages of three to ninety-three will drop their blocks, their Canasta, their knitting, as soon as there is promise of a bedtime story or an I-remember yarn. Teachers can capitalize on this innate love of a tale to motivate creative writing in the high school. Here, if anywhere during the educational years, the students must be given a reason for what they do. This need for knowing the why is a part of the growing-up process. High school students have passed the passive obedience stage and are emerging into the adult world where rational acts are expected. The short story is a vehicle which can give reason for creative writing. Also, the teacher must cope with the natural desire of a person doing nothing to continue doing nothing. Hence, motivation is necessary. The short story may be used to provide the motivation to encourage students to write.

Whenever there is question of the art of writing, or of any other art for that matter, there is always present the prob-

lem of creativity. Not only must the students be motivated to write, but they must also be urged to make that writing original. As long as they look at any one model, or any one style and try only to reproduce that model, that style, there is no hope for original work. It is only when an idea has been sparked, and the student is bursting with the desire to communicate it that there is any chance of attaining originality. The short story, with its wealth of settings, its diversity of plots, its variety of characters, proves a fertile field for stirring the latent imagination. Once the idea has been evoked, the short story provides ample means for transmitting it to others, for most short stories include dialogue, narration, description, exposition—the whole gamut of writing techniques.

Most of the people who do write have learned to do so in one of two ways. On one hand there are those who say that style is acquired by studying different styles, that portrayal of character is improved by examining diverse fictional characters; in a word, that you can learn to write by studying effective samples of good writing. There is another approach to the problem which maintains that you learn to write by writing. Those who advocate this method hold that the best way to become an original writer is to

SISTER MARY PATRICIA

Sister Mary Patricia teaches at Sexsmith, Alberta. She is one of our newest contributors, having written this article in response to our open invitation to practising teachers to write for The ATA Magazine.

write often and on a variety of subjects. The short story can be used to combine both methods.

There may be a few writers who, from the very beginning, conceive their whole story at once and sit down and write it. Many of the older and more experienced authors may do so, but for the beginner the parts approach seems to be the most logical. The inexperienced need special practice in writing each aspect of the short story. So the student should work on introductions. He should investigate plots. He should analyze characters. He should familiarize himself with conclusions—conventional and otherwise. For this he will need to have on hand several short stories. A year's issue of *Practical English* is excellent.

Introductions to stories, despite their seeming simplicity, are complex things. Have the students read the beginnings of several short stories with the object of learning just what does constitute an introduction. Such openings as O. Henry's: "East is East, and West is San Francisco, according to Californians" or Tolstoy's: "In the town of Vladmir lived a young merchant named Ivan Dmitrich Aksionov" or Pearl Buck's: "My dear, the only way to handle these native tailors is to be firm" will make them aware that there is the broad setting in some country of the world and the more particular setting in some spot in that country.

Stories must have a definite time both with regard to time in history and time of day, month, year. Gilchrist's: "The old mail-sled running between Haney and Lebeau, in the days when Dakota was still a territory, was nearing the end of its hundred mile route" and Brush's: "Promptly at a quarter of ten p.m. Mrs.

Brady descended the steps of the Elevated" illustrate this point.

A story needs more than a setting. It must have a conflict to resolve. That conflict should be made apparent as near to the opening as possible. These beginning lines from "Say it with Flowers" by Nancy Moore indicate the conflict to come.

As a rule Anne Trimble was scarcely distinguishable from the loveliest flower in her shop. But today she looked like a jonquill left too long out of water. "I won't do it!" she informed a gardenia. "I'll call up and refuse." But she couldn't refuse.

In her story "I'm Not That Crazy" the same author starts this way.

Tommy stared at his and Jennifer's shortened legs as they hung over the raft in the soft lapping water. He had to keep his eyes strictly off Jenny's face. What was the use of being reminded how pretty she was when this was the last date they'd ever have.

Once students have become thoroughly familiar with the parts of an introduction, have them write some. There are many ways of varying the procedure. They could use the same character in a town setting and in a country setting, or in the same locality but at high noon and at midnight. They could all use the same character and each develop a setting for him in a different country of the world. Another variation would be to have contrasting characters reacting to the same situation.

Students usually find the technique of developing a plot difficult to master. In the first place, they do not realize that there are no new plots. All plots can be reduced to a few basic ones. The best that any writer can hope to do is to treat one of these old plots in a fresh and original manner. Another thing which the students must realize is that it is a sequence of related acts that makes a plot. To help them grasp these ideas, have them read several short stories and then have them summarize the basic plot in a single sentence. The short story, "The Christmas Bogey", by Pat Frank is a good one with which to begin, because the plot is quite evident and it is one in which teenagers are interested—an enemy plane getting through America's



intricate defence system because it's Christmas. For studying the steps in plot development, the same story is excellent. How does an unidentified aircraft manage to elude all barriers and land in Idylwilde Airport? The first failure is that of the young private at the radar screen on top of the hill at Thule. The second failure lies with his immediate superior, the lieutenant at camp headquarters a short distance away. The third failure occurs with the major somewhere around the Pine Tree Line. The final failure is that of the general. These steps are easily recognized by most students. They also become aware that suspense is built up by the fact that a more important man is involved in each failure and that each regards the possible results as being more serious. Another means of arousing suspense is used in the same story. There are three legitimate planes which the unidentified one could be. It could be a Scandinavian airliner bound for Canada and Chicago, or a jet tanker on training flight from Prestwick, Scotland, or even a British Comet which had announced it was going far north to seek the jet stream. As the narrative proceeds, each of these are accounted for, so the

mystery deepens, and the threat of imminent danger increases. This is a suitable type of story to start with both because of high interest content and relative ease in picking out the steps in the plot development. After this type has been mastered, proceed to more difficult stories.

When the students have become familiar with plot construction, have them try building some of their own. Furnish them with a starting point by giving them a skeleton plot the first time or two. You might use a spy theme which always appeals to teenagers. A spy has a message to deliver. He meets with three obstacles. Have the students make an outline: who the spy is—man, woman, young, old; to whom the message is to be taken; what the obstacles are; how each is overcome. Insist on gradation of difficulty in the obstacles. This helps to build success. After the students have shown some competence in outlining given plots, move ahead and have them construct their own. When the plot has been outlined, the actual writing is easier because there is something definite to work on.

No characters, no story. Yes, characters are every bit as important as plot.

One of the important things about them is their number. Examination of several short stories will convince the students that there are very few characters in them. In fact, four is almost a maximum. Another factor which the students will have to recognize, either with or without teacher stress, is that characters must be motivated; they must have a reason for acting as they do. The survey of the stories can also be utilized to make the students aware of the different means by which an author reveals his characters. In the story, "The Fur Coat", dealing with a wife's reaction to a husband getting a better job, the main character is delineated first of all by such statements of the author himself as: "The years had polished her hard . . . You could see the years on her fingertips, too pink, too coarse, and on her diamond-bright eyes." The character betrays herself by such utterances as: "Now, Paddy, I must have a fur coat. I'll go to the garden party in a mackintosh. And I hope that'll satisfy you." Character is also revealed by what others say. " 'You! Mean?,' he said." And, in stories as in real life, the character's actions speak louder than any words can possibly do. "And she crashed out of the room and banged the door after her and put the children to bed as if she were throwing sacks of coal into a cellar." Once the students know the methods of depicting character, traits, assign some one trait to each and let him try to show that virtue or defect as the case may be in a character in at least two different ways.

"And they were married and lived happily ever after." That's the end. And how important the end of a short story is! Many of them have the traditional ending. Others, more interesting by far, have a twist or surprise conclusion. To develop in students an awareness of the fact that a story may have any number of possible endings, read them a story with a traditional ending with which they are not familiar. Omit the last paragraph or two and let them finish the story. At first, they will probably arrive at the conventional conclusion. It does

give the budding authors a thrill to think that they are as clever as the real author. Next, try the story with the surprise ending. One class tried "Magic Night" by Rosemary Howland. This is a teenage driving story that begins in moonlight and magic, and ends in tragedy. Ninety-five per cent of the class gave it the fairy tale ending—"lived happily ever after". One or two followed some other aspect and arrived at a comical conclusion. One member of the class contrived the same surprise ending as the author and wrote every bit as good a conclusion as he had. It is usually the few who have enough imagination to avoid the conventional endings who have the real writing ability.

All of the preceding material is just ground work. The acid test of the efficiency of using such a method of approach is the actual writing of a whole story. In other words, the student must be able to put the parts together to tell a story. When you first assign such a story, you may have to give either a title or a theme. Otherwise, many students will just flounder and waste time. But, if you do so, you should also leave a freedom of choice so that the ones who do have an original idea may use it. As more stories are written, more and more of the students should fall into the latter category.

No great work was ever written by a slavish copying of another's style or trend of thought. So, the student should be encouraged to do original writing. Such writing is a good thing for it develops the individual personality and expands the soul. The sooner the student realizes that he possesses that creative ability, the better for his own future development and for the generations who may read him. The short story is a favorable medium with which to stimulate that originality. It has sufficient variety both in subject matter and writing techniques. It contains inherent appeal to the imagination of the young. It can be utilized to fan the smouldering sparks of creativity into the glowing flames of enduring literary works.

Western Canada Conference on Teacher Education

Our president, R. F. Staples, and Dr. Clarke recently attended the Western Canada Conference on Teacher Education. This article tells what the conference did.

THE seventh annual Western Canada Conference on Teacher Education just finished in Winnipeg, Manitoba. This Conference is held during the third or fourth week in May each year and involves representatives from the departments of education, the teachers' associations, and the teacher education institutions in each of the four western provinces. Typically, the presidents and secretaries of the teachers' organizations attend, the registrars of the departments of education (since they are concerned with certification), and the coordinators of teacher education. Typically also, the dean of the faculty of education or the principal of the teachers' colleges and some other staff members are also present. The conference location rotates from province to province.

The importance of teacher education to teachers' organizations should be clear. It is obvious that potential teachers are attracted or repelled by the quality of instruction. The selection of teachers, so important for the improvement of the profession, can only occur with the co-

S. C. T. CLARKE

operation and assistance of the teacher education institutions. The introduction of professionalism to aspiring teachers again rightfully belongs in the teacher education curriculum. Finally, the degree of preparation for the arduous task of teaching is determined by the quality and length of the teacher education program. For all of these reasons the teachers' organizations are deeply concerned with teacher education.

The Conference serves to facilitate exchange of ideas and is a forum for the considering of problems of teacher education. One of the chief advantages of the triple representation is that the point of view of the departments of education and teachers' organizations is added to

that of the staff of the teacher education institutions. This means that many fruitful interchanges can take place.

The 1959 Conference was limited to the consideration of four topics—

- Role of the Demonstration School in Teacher Education
- Role of the Practising Teacher in Teacher Education
- Preparation of Teachers for Administrative Tasks in which All Teachers Participate
- Role of Teacher Education Institutions in Inservice Education of Practising Teachers

It would not be possible to indicate for each of these topics the problems and issues which were isolated and discussed. One or two of the major points will be considered.

Dr. H. Covell of the University of British Columbia dealt with the demonstration school. He indicated that historically this has taken five different forms: the practice school for guided experience in teaching; the model or ideal school which illustrates the best in furniture, library, organization, and methods; the training school which inculcates standardized methods; the demonstration school for observation of demonstration lessons; and finally, the experimental school where child and curriculum and methods are under experimentation. In Canada, McGill, Toronto, Saskatchewan, and Alberta incline to demonstration schools. Dr. T. Finn of the Faculty of Education at Calgary stated that the demonstration school in the Faculty of Education at Edmonton during last year conducted 297 lessons for 12,000 observers. The paper presented by Professor J. W. Paul dealt with further details of the staffing, financing, and purposes of demonstration schools. It was agreed that the fundamental function of a demonstration school in teacher education is to get beyond verbalisms by contact with children. The extent to which research, practice teaching, and the model should be part of the function of a demonstration school was the subject of considerable discussion.

The role of the classroom teacher in administration was the subject of a provocative presentation by Professors H. C. Melsness and John Cheal of the Faculty of Education, University of Alberta. Professor Melsness quoted Maurice Seay as follows: "New ideas in education should be implemented more quickly. The time lag between discovery of new practices by research and their implementation in the schools should be reduced." Professor Melsness indicated that in the decade 1946 to 1956 in Alberta the following increases occurred: the number of pupils had increased by 50 percent, teachers by 60 percent, classrooms by 35 percent, senior high schools in divisions by 60 percent, while the total number of schools had been reduced by 44 percent. Along with these tremendous changes in size and structure, the policy of decentralization of authority was growing in importance. This policy requires the superintendent to be an educational leader, which, in turn, requires a like function of the principal, and if this decentralization is to be effective, it must go on down to the classroom teacher. Professor Melsness pointed out that on this basis real decision-making then goes down to the staff. The cooperation and coordination in our large centralized schools requires that each teacher be willing to cooperate and work with others. Professor Melsness raised the question of the teacher education required for the preparation of beginning teachers for such staff cooperation.

Professor Cheal made an analysis of some major causes of teacher difficulty. He indicated that poor planning, inadequate organization, wrong expectations, and inconsistent authority are major causes of teacher difficulty and that all of these are administrative functions. To properly prepare beginning teachers, the Alberta Faculty of Education offers each a general course in administration which deals with four elements: the administrative structure of education in Alberta, the legal requirements of school law, the theory of administration, and the practical application of all of these to the

teacher's task. It should be noted that *The ATA Handbook* is used by each student as a textbook in this course. Professor Cheal mentioned that staff responsibilities in playground supervision and staff meetings and like matters constitute a difficult area for the beginning teacher.

This stimulating presentation of the teacher's administrative tasks produced some animated discussion because there are always those who regard administrators as being expendable. It was probably in the exchange of ideas provoked by the many fine papers presented that the chief value of the Western Canada Conference on Education was found. The last

hour or two of the Conference considered suitable topics for next year's meeting which will be held in Vancouver. These included research reports on such projects as our own teacher selection study, the necessary foundations of teacher education in psychology, sociology, and the like, the staffing of teacher education institutions, the nature of methods (is it tricks of the trade, genuine understanding, or what?), and, finally, the role of the summer schools in teacher education. Obviously not all of these can be dealt with at next year's meeting, but we look forward again to worthwhile papers and discussions at the Western Canada Conference on Teacher Education.

Announcements

International Summer School

An International Summer School for teachers on the Study and Teaching of International Relations, sponsored by the Atlantic Treaty Association, will be held at New College, Oxford University, August 5 to 15, 1959.

Membership in this Summer School is open to teachers in secondary schools and colleges in the fifteen member countries of the North Atlantic Treaty Organization. A series of lectures is planned which will be supplemented by discussion groups. Lectures will be given in English and French. Members of the school will be responsible for their own travel and living costs.

Inquiries and applications should be addressed to the Canadian Atlantic Coordinating Committee, 230 Bloor Street West, Toronto 5, Ontario.

Cerebral Palsy Conference

A comprehensive conference on problems relating to cerebral palsy will be held in Montreal on October 21, 22, and 23, 1959. Separate programs will be provided for teachers and speech therapists, as well as for professional workers and lay people interested in developing pro-

grams for the handicapped. Advance registrations will begin in September.

The conference is sponsored by and commemorates the tenth anniversary of The Cerebral Palsy Association of Quebec, Inc., and further information may be obtained from the executive secretary of the Association, 1421 Mackay Street, Montreal 25, Quebec.

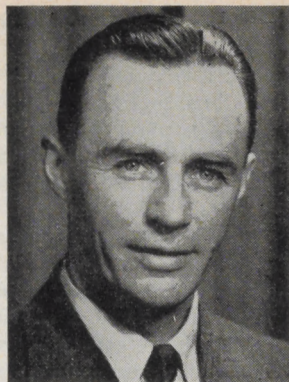
Junior Red Cross Study Centre

The Canadian Junior Red Cross will be host to the first world-wide International Study Centre to be held under Junior Red Cross auspices. It will be held at the University of Toronto, August 11 to 22, 1959 and will bring together teenage representatives from many parts of the world. Purposes of the study centre are to provide a broader knowledge of the aims and program of the Red Cross and Junior Red Cross, to promote international understanding among the young people of the world, and to give stimulation to Junior Red Cross members.

Further details of the program and information for delegates respecting qualifications and costs can be obtained from the director of the International Study Centre, Junior Red Cross, 95 Wellesley Street East, Toronto 5, Ontario.

In Your Interest

THE PRESIDENT'S COLUMN



The seventh Western Canada Regional Conference on Teacher Education was held in Winnipeg, at the University of Manitoba, on May 21, 22, and 23. Representatives from the teacher education institutions, departments of education, and teachers' organizations of the four western provinces met under the chairmanship of G. W. F. Brisbin, principal of the Manitoba Teachers' College. Dr. Stan Clarke and I had the privilege of representing our Association. The discussion centred around the place of the demonstration school in the teacher-training program, the practising teacher and teacher education, ways in which the teacher-training institutions can help teachers after initial training, and the role of the classroom teacher in school administration. From the discussion it was clear that the delegates are vitally concerned with the problem of improving the quality of teacher education and are prepared to take all steps within their power to improve the competence of the teacher in the field. Although practices in teacher training vary somewhat in each of the western provinces, the delegates at the conference support the principle that a two-year teacher education program beyond senior matriculation level should be a minimum objective for teacher certification, and are opposed to all emergency and short-

ened forms of teacher education programs. Because the problem of teacher education and certification is one of the most important our Association must face, we are indeed fortunate that we have the cooperation and the understanding of our Faculty of Education.

Last fall, the Department of Education and The Alberta Teachers' Association made a joint survey to determine the number of teachers who did not have complete senior matriculation. The results of the survey indicated that, because of the large number of teachers with matriculation deficiencies, further provisions should be made for offering matriculation courses during the summer. With this in view, the Department of Education, in conjunction with the University of Alberta, organized a summer school for teachers with matriculation deficiencies to be held at the University in Edmonton. The Department of Education and the Association cooperated in informing teachers of this opportunity to clear up any matriculation deficiencies. Registrations have far exceeded expectations. A total of 616 teachers have had their registrations confirmed. Of these, 148 have enrolled in a university course in addition to one Grade XII subject. From the point of view of the Association, this response is indeed gratifying because it is a clear indication of the

intent of these teachers to improve their qualifications.

Following the instructions of the Annual General Meeting, the Executive Council appointed a committee to investigate the establishment of a provincial credit union. This committee has been active over the past few months and

has prepared a comprehensive report with concrete recommendations to be presented to the next Executive Council meeting. Alberta teachers will be kept informed of further developments.

May I take this opportunity to wish all our members an enjoyable and profitable summer.

Reminders for Communicators

(Continued from Page 14)

be sent as effectively by radio at perhaps one-fourth the cost. Or we put material into a pamphlet when much better results would be obtained through producing a film or a television program.

I am always impressed by the pulling power and memorability of exhibits and especially those which have a wide appeal to many publics. I mean home shows, garden shows, boat shows. A recent health exhibit in Columbus attracted so many viewers that thousands of people could not be accommodated. This exhibit used films, models, free pamphlets, and had physicians stationed at the various booths.

■ The message is not reinforced; there is no follow-up.

Every message that is read, listened to, or viewed has some value. But in a world of vigorous competition for the time and attention of people, it is the reinforced message that will be remembered and acted upon. The cancer message must be followed up with plans for community X-rays, with films and lectures by doctors, with plans for developing the necessary clinics. Somebody must make phone calls, knock on doors, help develop the personal convictions necessary to change old habits or allay new fears.

The newspaper or magazine or regular broadcast program provides a daily or periodical reminder. We are nudged into progress. A key idea must be repeated in varied settings, be exhibited from varied points of view, with differing

instruments of communication. The old message in a new setting prevents boredom.

■ People are not targets.

Are we shooting at people? I have been struck recently in going over material on communication to note the common assumption that we are in a campaign to educate or enlighten them. We set up certain people as targets and aim to make a bull's-eye. Sometimes these expressions are harmless enough metaphors, but more often than not, they suggest that we are manipulating other people. Who wants to be shot at?

There is an ethics in communication which we tend to ignore. A person has a right to remain in ignorance if his ignorance is not going to harm someone else. We also have a right to try to reach somebody with our ideas if he can tune us out or quit reading. But there is a problem of good manners in communication to which we must be sensitive.

Too often when we think of people as targets we do not assume that the target has a perfect right to shoot back at the shooter. Target-thinking is quite unsuitable when we are dealing with ideas that really matter. Indeed, there is some evidence in nutrition studies to show that when the interested group calls in the expert and gets answers to its questions, this is more effective than merely having the expert give them answers to questions they never asked.

I am not now questioning the right of groups to have access to media in order

to tell other persons what they think they ought to know, how they ought to vote, etc. I am merely saying that sometimes this is poor communication. 'The hunter and the hunted' is not a good mood or method for communication about things that matter.

■ We don't check on results.

Some organizations which produce pamphlets or a monthly publication know far too little about what is read in these publications. Yet even limited readership surveys would reveal that the resounding clichés on "The President's Page" are often a waste of space. Presidents and other executives with captive but not necessarily captivated audiences talk too much more often than they talk too little.

A portion of publishing budgets ought to be spent on market analysis. If this were five percent, it might seem high to many poor organizations. Yet we are wasting far more than five percent of our budgets in sending out unread, unsightly, and unheard messages.

We can also be bemused by the lure of high readership. A high-level thought-provoking article may be worth including if ten percent of the subscribers read it. A personal item, read by 50 percent, may be worthless in advancing the aims of the organization. Who listened or read or looked is often more important than how many. Ellery Sedgwick of *The Atlantic Monthly* once said, "To inoculate the few who influence the many is the *Atlantic's* perpetual formula".

Reprinted from *The News Letter*, (Ohio State University), April, 1959.

Important Change in Evaluation of Teacher Education

The Faculty of Education, Department of Education, Alberta School Trustees' Association, and The Alberta Teachers' Association are agreed that Sections 5 and 6 of Part I of the *Appendix to Salary Schedules* (1957) be revised as follows and that these revised sections be recommended as effective beginning September 1, 1960.

5. Five Years of Teacher Education

- (a) An approved bachelor's degree, plus four approved senior or graduate Arts and Science or Education courses completed with graduate level standing (a pass mark of 65 percent or better), plus a valid Alberta teacher's certificate, or
- (b) An approved honors degree and a valid Alberta teacher's certificate, or
- (c) Two approved bachelors' degrees and a valid Alberta teacher's certificate.

6. Six Years of Teacher Education

- (a) An approved bachelor's degree, plus eight approved senior or graduate Arts and Science or Education courses completed with graduate level standing (a pass mark of 65 percent or better), plus a valid Alberta teacher's certificate, or
- (b) An approved honors degree, plus four approved senior or graduate Arts and Science or Education courses completed with graduate level standing (a pass mark of 65 percent or better), plus a valid Alberta teacher's certificate, or
- (c) An approved master's degree and a valid Alberta teacher's certificate.

Editor's Note—Teachers who are enrolled in graduate programs should take particular note that from **September 1, 1960**, an approved graduate course will be one completed with a pass mark of 65 percent or better.

DEPARTMENT OF EDUCATION



Official Bulletin

No. 194

Language for the Elementary School

The revision of the language guide has been completed and will be sent to all elementary teachers during August of this year. The committee's recommendation that two Canadian series, *Language Comes Alive* (J. M. Dent & Sons (Canada) Limited) and *Language Journeys* (The Macmillan Company of Canada Limited), be authorized has been approved. Each series will have student texts for Grades III to VI and a teacher's

handbook for Grades I and II. Neither series will have pupil workbooks. Because of the problem of supply and because of the textbook rental scheme, the new texts will be introduced over a two-year period: *Language Comes Alive*, Books IV and V, and *Language Journeys*, Books IV and V, for Grades IV and V, will be available for September, 1959. The texts for Grades III and VI and the teacher's handbook for Grades I and II will be introduced in September, 1960.

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CALGARY

Convocation, May, 1959

University of Alberta

Students in the Faculty of Education, listed below, were granted the following degrees at the University of Alberta Convocation, held in Edmonton on May 20, 1959. The students were presented to Convocation by Professor H. T. Coutts, dean of the Faculty of Education, with the exception of those receiving the degree of master of education and the degree of doctor of philosophy who were presented by Professor A. G. McCalla, dean of the Faculty of Graduate Studies. Degrees were conferred by His Honour Judge L. Y. Cairns, chancellor of the University.

THE CLARENCE SANSOM MEMORIAL GOLD MEDAL IN EDUCATION AND THE CLARENCE SANSOM SCHOLARSHIP IN EDUCATION

Ross Eugene Traub, Edmonton

THE EDMONTON HOME ECONOMICS ASSOCIATION PRIZE

Hazel Joan Kindraka, Mundare

THE IMPERIAL OIL COMPANY LIMITED FELLOWSHIP IN EDUCATIONAL ADMINISTRATION

Leonard P. Sampson, Vancouver, B.C.

THE CANADIAN TEXT BOOK PUBLISHERS FELLOWSHIP IN EDUCATIONAL ADMINISTRATION

Otto G. Tucker, Newfoundland

THE INTERNATIONAL NICKEL COMPANY OF CANADA LIMITED FELLOWSHIP IN EDUCATIONAL ADMINISTRATION

Jean-Yves Drolet, Giffard, Quebec

THE W. K. KELLOGG FOUNDATION FELLOWSHIP IN SCHOOL ADMINISTRATION

Linus J. Cassidy, Montreal, Quebec
T. Barr Greenfield, Vancouver, B.C.

Abram G. Konrad, Matsqui, B.C.
Vernon J. Snelgrove, Newfoundland
John G. Thomson, Sudbury, Ontario
Eric Von Fange, Edmonton
Philip Warren, Newfoundland

THE CARNEGIE CORPORATION FELLOWSHIPS

Mee Lee Emily Chang, Hong Kong
Warwick B. Elley, Vancouver, B.C.

THE FACULTY OF EDUCATION UNIVERSITY OF ALBERTA FELLOWSHIPS

Derek V. Morris, Calgary
Wilbert N. Toombs, Saskatoon, Saskatchewan
Herman A. Wallin, Edmonton

FIRST CLASS STANDING

Fourth Year:

Sister Margaret M. Denis, Edmonton
Elizabeth Doktor, Vilna
Michael Edward James Orme, Calgary
*Ross Eugene Traub, Edmonton
Donald C. Watkins, Edmonton

*University of Alberta Honor Prize

ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION

Sister Mary Fidelmia (Catherine Berkery)
Catherine Annette Brown
Ruth Eleanor Buchanan
Elizabeth Louise Byers
Doris Mae Campbell
Sister Vivian Ann Chollak

Joan Elsie Cload
 Pauline Mary Davidson
 Elizabeth Doktor
 Betty Ruth Ellett
 Evelyn Hope Hampton
 Janet Colleen Hansen
 Denise Sigrid Helgason
 Irmgard Gertrud Hooks
 Evelyn Matilda Howe
 Hazel Joan Kindraka
 Donna Ruth Kinloch
 Carin Thyra Klemme
 Anna Frieda Kunst
 Barbara Gale Lysne
 Sheila Fay McCorry
 Bertha Margaret McCutcheon
 Mary Ellen McFarlane
 Patricia Naomi Kathleen Macrory
 Myrtle Viola Maher
 Ruth Frances Nadeau
 Elinor Kay Palfrey
 Mary-Duane Riske
 Nan Barton Robertson
 Judith Carol Rogers
 Eunice Louise Schmidt
 Marilyn Maude Ruth Schroder
 June Olive Marie Schroter
 Elsie Layne Shyrin
 Elvina Alice Soneff
 Rachel Eleanor Steeves
 Elizabeth Anne Stewart
 Elizabeth Stott
 Anne-Lore Magdalene Strack
 Donna Ann Taylor
 Jeannine Adeline Tremblay
 Rose Vukanovich
 Gertrude Redd Webster
 Anna Mae Will
 William Lloyd Badger
 James Chris Bolding
 Donald Arthur Bright
 Robert Duane Card
 John Harvey Chappel
 Jack Dobush
 Arthur Haviland Elford
 Alexander John Fedoruk
 Bernard Peter Gommeringer
 Leonard James Hanak
 Richard Henry Harris
 Raymond Philip Heard
 William Hlushko
 George John Thomas Hollifield
 Glyn Brian Jones
 Kenneth Norman Kittridge
 Lorne Joseph Kott
 Bernhard Jacob Kroeker
 Charles Douglass Ledgerwood
 Ernest Lindsay Longair
 Peter Makar
 Lyle Edwin Meeres
 Ralph Horace Meeres
 Michael Meheriuk
 Edward Hugh Bingham Myers
 Alan Francis Olson
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 William Strashok
 *Ross Eugene Traub
 Edwin Norman Turner
 Donald Campbell Watkins

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ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION IN INDUSTRIAL ARTS

Harold Wilber Erb
 Emery Gruninger

ADMITTED TO THE DEGREE OF MASTER OF EDUCATION

Marion Holman, B.Ed.
 Sister M. Constance (Kuefler), B.A.
 Steve Boyko, B.Ed.
 Earl Martin Gillespie, B.A., B.Ed.
 Arthur Kratzmann, B.Ed.
 John Joseph Nearing, B.A., B.Ed.
 Henry Toews, B.Ed.
 John Zurovsky, B.Ed.

ADMITTED TO THE DEGREE OF DOCTOR OF PHILOSOPHY

Peter Frank Barga, B.A., M.A., B.Ed.
 David Johnstone Chabassol, B.A., B.Ed., M.Ed.
 Otto Francis Fritze, B.A., M.A., Ed.M.
 Barry Cartwright Munro, B.A., B.Ed., M.Ed.
 Floyd Grant Robinson, B.A., M.A., B.Ed.
 Harold Joshua Uhlman, B.A., M.A., Ed.M.

Notice Regarding Application for Pension by Retiring Teachers

The Board of Administrators, Teachers' Retirement Fund, wishes to remind all retiring teachers that pensions do not begin automatically, and that it is necessary for them to make application.

The Teachers' Retirement Fund Act has been amended to provide pensions of two percent of the average salary for the five highest consecutive years, for each year of pensionable service. The new regulation becomes effective **July 1, 1959**.

All teachers who plan to retire as at June 30, 1959, are urged to contact the Board as soon as possible **after July 1, 1959** so that the granting of their pensions will not be delayed. Applications filed before July 1, 1959 will be considered under the old regulation. Formal application for pension must be filed in the office **before September 1, 1959** if pension is to begin as of September 1 (see 9[f]). The application forms may be obtained from the office of the Board of Administrators, Teachers' Retirement Fund, 9929 - 103 Street, Edmonton.

Board of Administrators Teachers' Retirement Fund

By-Law No. 1 of 1948

- 9(a) Any teacher who retires from teaching service upon or after attaining the age of 60 years and who has completed not less than 15 years of pensionable service, shall be paid a normal pension out of the Fund upon his written application to the Board.
- (f) Unless otherwise ordered by the Board, a pension shall commence on the first day of the month next following the receipt by the Board of the application unless salary as a teacher is then currently accruing to the applicant in which case it shall commence on the first day of the month next following cessation thereof; and shall accrue and be paid monthly in equal installments on the last day of each month.

NEWS FROM OUR LOCALS

Track meet plans completed

Plans for the spring track meet and details of supervision and trophies concerned the teachers of the Camrose North Sublocal at their April and May meetings. One postponement of the meet was necessary because of bad weather and an alternative date of May 29 was set. Hay Lakes was the sponsoring school for this year's meet. Ball games for the various schools in the sublocal area were set for a separate day.

Remedial reading discussed at Carstairs

At the May meeting of the Carstairs Sublocal, Emerson Shantz spoke on the topic of remedial reading. The teachers dealt with sublocal business under the direction of President Mrs. Alyce Francis and also welcomed Babara Jackson of Didsbury who joined the staff for the last two months of the school term.

Staff officer speaks at Dickson-Markerville

J. D. McFetridge of head office was welcomed as guest speaker at the sublocal meeting on May 7. His topic was professionalism in education. Mr. McFetridge presented twelve points of criticism that the public in general have against the educational system. These, he said, are of two phases: the curriculum and teaching personnel. He concluded with a resumé of what is being done to encourage research and study in education and to justify higher salaries, and suggested that sublocals could participate in this research by forming education committees to improve their own efficiency.

The trophy awarded Mr. and Mrs. Dick Hodgkinson and Mr. and Mrs. Kris Johnson at the February bonspiel was displayed at the meeting by W. J. Mewha.

The trophy was presented to the Red Deer Local by the Red Deer School Division. Guests at the supper which preceded the business meeting included District Representative D. A. Prescott, David Pearson, local trustee, and Mrs. Pearson, and teachers from Bowden and Benalto.

Sublocal organized at Didsbury

At an organization meeting on April 9, the sublocal group elected as its officers: Miss E. Olsen, president; R. Scarlett, vice-president; Mrs. M. Clayton, secretary-treasurer; and Mrs. A. Booker, press correspondent. Program committee members chosen were: Miss H. MacKinnon, Mrs. R. Anderson, and W. Stauffer.

At their meeting on May 20, the teachers examined a new tape recorder, and a discussion on the value of remedial reading tests was led by the junior high school staff.

Track meet, festival, convention considered

Under President Gordon Rancier, members of the Highway 13 Sublocal at their May meeting attended to details for the track and field meet which was set for May 23 at Daysland. A committee consisting of one member from each school was named to finalize plans. Those appointed were: D. Wold, S. Clough, Miss S. Ross, V. Ploc, Miss J. Robson, V. Nakonechney, and Mrs. M. Snethun. The members also dealt with reports on the festival and the Annual General Meeting and discussed institutes and the fall convention. A softball and baseball tournament for a day in late May was planned. Following the business meeting, the teachers and their friends enjoyed a turkey dinner and a social evening of skits, puppetry, and singing put on by the members themselves.

Report given on Junior Red Cross

Mrs. Pearl Allen of Holden spoke to the teachers of the Irma Sublocal at their May meeting on the Banff workshop in Junior Red Cross activities which she had recently attended. Mrs. Allen's talk was stimulating and of interest to teachers having Junior Red Cross organizations in their classrooms and to those contemplating such organizations as class projects.

Ponoka Local holds annual spring banquet

The local's annual spring banquet was held at Rimbey on May 26 with President Robin Stuart as master of ceremonies. A toast to the school committee members who attended as special guests of the teachers was proposed by Gordon Matthias and replied to by Ivor Davis, chairman of the school committee. A male quartette from Rimbey entertained with barbershop singing.

The guest speaker was Professor Cyril Hampson of the Faculty of Education, University of Alberta. Professor Hampson told the teachers they hold the fate of the wildlife of our country in their hands. His program of colored slides on wildlife in Alberta, all photographed by himself and entitled "Rhapsody of Spring", gave special attention to birds during their nesting and incubation period.

Report card project completed for current term

At the last meeting of the term of the Spirit River-Rycroft Sublocal, committees from the two centres presented the revised report card forms which are to be sent to teachers in the division for further study. Mrs. E. B. St. Jean also reported on the Annual General Meeting and a number of resolutions of interest to the group were discussed.

Athletic trophies, Junior Red Cross discussed

Athletic trophies for the coming divisional track meet were discussed by the teachers of the Wanham-Tangent Sub-

Consultants, ATA Banff Conference

The following persons will act as consultants at the eleventh ATA Banff Conference, to be held at the Banff School of Fine Arts, August 16 to 23, 1959.

Alberta Teachers' Association Policy and Administration

Mrs. Inez K. Castleton

Past President

The Alberta Teachers' Association
Calgary

Curriculum Development

Dr. H. T. Coutts

Dean, Faculty of Education
University of Alberta
Edmonton

Group Dynamics

Frank Anderson

Principal, Highline Public Schools
Seattle, Washington

Educational Publicity and Public Relations

E. J. Ingram

Executive Assistant
The Alberta Teachers' Association
Edmonton

Alberta Teachers' Association Publications

Dr. T. Peterson

Dean, College of Journalism and
Communications
University of Illinois
Urbana, Illinois

local at their meeting on May 21 held in Eaglesham. The members also heard Miss M. White who spoke on the Junior Red Cross workshop held in Banff which she had attended.

News from the Canadian Conference on Education

The Canadian Conference on Education, at the annual meeting of representatives of its 50 sponsoring organizations on May 21, elected officers representing education, business, and labor.

Dr. Wilder Penfield, who was honorary chairman of the big national meeting convened in Ottawa in 1958, will continue as the Conference's honorary chairman. K. R. Swinton, representing the Canadian Chamber of Commerce, was named chairman of the national committee of sponsors. Dr. Robert Gauthier of the Association Canadienne des Educateurs de Langue Francaise is vice-chairman. Max Swerdlow, representing the Canadian Labour Congress, was named chairman of the executive committee of the Conference. Dean Frank Stiling of the National Conference of Canadian Universities is vice-chairman. Continuing as treasurer is W. E. Williams, president of Procter and Gamble of Canada.

The Canadian Conference on Education will convene a second national meeting, tentatively in 1962. It brought together, in February, 1958, 850 delegates in one of the largest meetings on education ever held in Canada. People representing some five million Canadians from labor, business, education, and many other segments of Canadian life studied eight specific areas and made numerous recommendations.

Dr. Wilder Penfield, the Conference's honorary chairman, commented on what the Ottawa delegates had accomplished. "I feel," he said, "that the Conference did a great deal for education in Canada. It made a contribution which will never be measured in stated terms but which was worthwhile."

The Conference also announced that it was embarking on an integrated program of activity to help effect the Ottawa

recommendations. Heading the program as Canada's number one educational need is an increase in the number of capable, adequately educated and trained teachers at all levels. The program also states that, "The provision of enough adequate buildings, equipped with proper facilities, is almost as critical a problem as the quality and quantity of teachers."

To cope with the need it sees for high calibre teachers—extending from the kindergarten to university and including adult education—the CCE proposes to work for—

- adequate training for all teachers and education administrative personnel,
- the prestige for all teachers to which their vital calling in the community entitles them,
- salary levels commensurate with their training and responsibility, having regard to the remuneration for comparable professions in the area in which they are employed,
- financial assistance to teachers in training and those wishing to improve their professional status,
- an improvement in many of the conditions of rural teaching.

The statement says new buildings and facilities must catch up with present needs and then continue to meet the surge of population growth. In this field, the CCE will work for—

- the coordination of school site planning with other municipal planning,
- the employment of technical equipment in schools and universities as similar as possible to the equipment the student will use in earning his living,
- better equipment and facilities for rural schools,
- exploration of the advantages for wider use of educational television.

The Conference statement also suggests that the study of English or French as a second language be introduced in elementary grades at as early an age as possible. More and wider facilities are needed for continuing education for all those with the desire or capacity for it. The Conference said it would seek assurance that outstanding pupils in primary and secondary schools are encouraged to continue their education and proceed to universities or professional schools.

The spending of a larger proportion of Canada's national income on education is another CCE goal, as well as the provision of more scholarships, loans, and bursaries for education.

Research facilities exploring all levels of education should be expanded and improved.

The Conference plans to review its program annually to ensure that its work reflects changing needs and to try to measure what has been accomplished in meeting those needs.

In mapping its program, the Conference had made "certain fundamental con-

cepts and assumptions", the statement explained. They are as follows:

✓ Constructive public debate and wide dissemination of information about education will contribute materially to the public support necessary to the solution of the problems facing Canada's educators.

✓ Everyone should have the opportunity to obtain the education he wants and needs within the limits of personal aptitude and ability.

✓ An essential responsibility of the citizen is to demand highly capable people to carry on the work of education and education administration, and to provide them with proper buildings and facilities, so that they may use their professional training and ability to the best advantage of the community.

✓ Canadians, conscious of the vastness of their country, should work toward the elimination of the penalty which geography often places on educational opportunity of those who live in rural or remote areas.

Modern Mathematics and the High School

(Continued from Page 12)

great advantages. First, they can unify the curriculum so that students see the intertwining of algebra, geometry, and analysis, and second, they bring it up to date, that is, in keeping with modern scientific developments.

Those who criticize the changes say that the new approach is too abstract, that it will fail to motivate the students, that because the concepts employed are so generalized, they become largely devoid of concrete meaning.

Let us now consider how some of the new ideas in mathematics would be introduced into the high school. The basic idea is the sentence. Sentences are of two kinds. One kind involves names of numbers, or numerals, for example, $1 + 2 = 3$ (true), $5 > 3$ (true) and $6 + 2 = 17$ (false). These sentences are either true or false. The second kind

involves a variable, for example, $x + 3 = 8$ and $x > 5$. Now if $x = 5$ in the first, it is true, but if x is not equal to 5, then it is false. If $x = 3$ in the second, it is false, but if $x = 10$ then it is true, and so we can say that the truth or falsity of these sentences is conditional on the value of x ; they are neither true nor false as they are.

The set of possible replacements for x here is the whole set of numbers under consideration. Thus if we consider only the positive integers and the sentence $x > 5$, then possible answers are 6, 7, 8, and so on, but $5\frac{1}{2}$ would not be an answer since it is not a positive integer. We call the totality of the numbers under consideration the universal set and denote it by U . Thus if $U = [1, 2, 3, \dots 20]$ and we consider the sentence $x + 1 > 12$ the set $[12, 13, \dots 20]$ makes the sentence true

mentioned. Similarly, consideration of the sentence " x^2 is less than 9" will indicate that its solution is the intersection of these sets of values.

Finally, we can extend the application of sets to analytical geometry in the following way. Any point in the plane can be represented by a pair of numbers e.g. (2, 3) or (3, 2). The order of these

numbers is very important since $(2, 3)$ is not the same point as $(3, 2)$. We call pairs of such numbers ordered pairs. Let U be a given set of numbers, say $U = [1, 2, 3]$. Then we can form the set of all ordered pairs when coordinates belong to U . We call the set so obtained " U cross U " and write $U \times U = [(1, 1), (1, 2), (1, 3), (2, 1), (2, 2), (2, 3), (3, 1), (3, 2), (3, 3)]$. We can easily construct a graph of $U \times U$; in this case a square array of 9 points.

Sentences in two variables can now be considered much as those in one variable, so that the solution set for the sentence $y > x$, where $U = [1, 2, 3]$ is written $[(x, y) \mid y > x] = [(1, 2), (1, 3), (2, 3)]$ —in words, “the set of all ordered pairs (x, y) such that $y > x$ is the set of ordered pairs $(1, 2), (1, 3), (2, 3)$ ”.

In writing this article, it has not been possible to use graphical illustrations and to show the mathematical symbols used to denote such ideas as the union and intersection of sets. Readers who wish to pursue the matter further should consult *The Mathematics Teacher* especially the issue of February, 1958, where abundant illustrations are provided.

This sample of the concept of sets is of interest because the Commission of Mathematics of the United States College Examination Board has just issued its main report. This recommends that the theory of sets be introduced at the Grade IX level and be continued in Grade X as the emphasis in geometry shifts from Euclidian to analytical. It could well be that within ten years the ideas illustrated in this article will be part and parcel of our high school mathematics.

THE ATA NEWS BEAT

Convention Secretaries' Conference

On May 2, A. D. G. Yates, along with staff officers W. R. Eyres, E. J. Ingram, and S. C. T. Clarke, attended a conference of all the convention secretaries. There was a very fruitful discussion about convention themes and the ways in which Department of Education and Faculty of Education speakers could be best coordinated with these themes. The Department and Faculty each requested that, at this time of year, a list of convention themes be circulated so that their staff members might volunteer for the most appropriate convention. The fourteen convention secretaries present considered attendance at fall conventions and the need to make certain that they were worthwhile educational ventures. Those present felt there had been a useful interchange of information.

Public Relations research project

During the month of May, Mr. Ingram made 13 visits to local areas in connection with this research project. Local committees were set up in the two experimental areas and plans are well underway for the start of the 1959-60 school year.

ATA Curriculum Committee

This committee of the Association met on May 11. Staff officers S. C. T. Clarke and E. J. Ingram attended. The full report of the meeting is to be found in this issue.

Credit Union

The Executive Council, following the instructions of the last Annual General Meeting, named an ad hoc committee to prepare plans for a credit union.

This committee, consisting of Mrs. Inez K. Castleton, A. J. Shandro, W. R. Eyres, and F. J. C. Seymour, held two meetings, May 1 and 8, and sent Mr. Eyres to Saskatoon for May 5, 6, and 7 to study the Saskatchewan Teachers' Federation experience with credit unions. An organizational outline for a provincial credit union has been prepared for presentation to the Executive Council.

Committees and conferences

Mr. Ingram held an ATA Public Relations Seminar in Calgary on May 9. President R. F. Staples and Dr. Clarke attended the Western Canada Conference on Teacher Education held in Winnipeg, which is reported elsewhere in this issue. Mr. Staples, Frank Loewen, and Dr. Clarke each spent a day at the convention of The Alberta Federation of Home and School Associations, Incorporated, May 13, 14, and 15. Dr. Clarke attended a General Curriculum Committee meeting on May 29, a Matriculation Study Committee meeting on June 3, a teacher aides committee meeting also on June 3, and a meeting of the Canadian Conference on Children Committee on June 8. On May 4, Mr. Eyres attended a meeting to plan the 1959 Leadership Course for School Principals and the meeting of the Board of Administrators, Teachers' Retirement Fund on June 1. The meeting of a special committee to plan the ATA Golf Tournament on June 8 and the meeting of the Finance Committee also on June 8 were attended by Mr. Eyres.

Discipline Committee

The Discipline Committee, consisting of Mrs. Inez K. Castleton, Miss Ada Fraser, G. S. Lakie, Michael Skuba, and

John McDonald, held a hearing on May 30. Roy Eyres, as investigating officer and secretary of the committee, and Dr. Clarke also attended. Four cases of alleged unprofessional conduct were heard and the committee prepared recommendations to the Executive Council.

Salary Negotiations

Both Mr. McFetridge and Mr. Seymour have been busy throughout May and June counselling local groups and assisting in salary negotiations. Between them they have attended 22 meetings on salary matters.

In your behalf

Mr. Eyres spoke on pensions to a sublocal meeting at Ferintosh on May 11 and to the Claresholm Sublocal meeting on June 4, also on pensions. Mr. Ingram spoke on professionalism and the need for improving competence in Barrhead, May 6 and brought greetings to the convention of the Alberta Association of Registered Nurses in Banff on May 26, just before leaving on his holidays. Mr. McFetridge spoke to farm young people on teaching as a profession on June 3 at the University of Alberta and on June 6 attended two spring rallies at Wainwright and Czar. Mr. McFetridge attended a school administrators' short course in Banff, June 10, 11, and 12. Dr. Clarke spoke on professionalism to both the Camrose Sublocal (May 13) and the Biggin Hill Sublocal (June 9).

Executive Council meeting

The agenda for the meeting of the Executive Council on June 12 and 13 included reports on *The ATA Magazine*, collective bargaining, plans for the ATA Banff Conference, pensions, scholarships, group life insurance, public relations seminar, membership, curriculum, future activities of the Canadian Teachers' Federation, the future of Barnett House, new procedure with respect to curriculum, and the establishment of a credit union.

"Thank You"

This is the time of year when we say "thank you" to our contributors. We liked what you wrote—and we hope our readers liked it too. And while we're on the subject, let's say "thank you" to our readers—our friends and earnest critics. When September comes around, we'll be with you again with fresh ink in our editorial pen and a bulging bag of good articles.

and "Good Luck"

Let's pause right now to say "good luck and many happy years" to those who have run the course and now prepare to leave a lifetime of teaching. Those friends who have spent 30 and even 40 years in the profession have seen much and have endured more in their span. They are leaving at a time when teachers and teaching are on the threshold of real professionalism; at a time when education is in the harsh glare of publicity, the like of which has seldom been seen before; at a time when those who strove to build an organization builded better than they knew.

May their memories be rich. May they be crowded with recollection of pupils who made good lives, and filled with pleasant thoughts of their associates. May our retiring members think back to a job well done through a welter of change.

The goals of a liberal education were summed up by philosopher Alfred North Whitehead. "What we should aim at producing is men who possess both culture and expert knowledge in some special direction. Their expert knowledge will give them the ground to start from, and their culture will lead them as deep as philosophy and as high as art."

—*Changing Times*

Q & A

OUR READERS WRITE

◆ *Can I get the ATA lawyers to draw up my will?*

The firm of solicitors retained by the Association is to advise the Association on matters of principle which affect teachers. Teachers cannot directly obtain advice from the ATA solicitors unless they approach them as private persons and pay the usual fee. Any firm of lawyers would assist you in drawing up your will for a fee.

◆ *Why can't we have color pictures on the cover of The ATA Magazine?*

We can have them if we are prepared to pay approximately four times the cost of black and white cover pictures.

◆ *Who are our representatives in the Canadian Teachers' Federation?*

At present Mrs. Inez K. Castleton is a member of the board of directors of the Canadian Teachers' Federation. Delegates to the annual conference this August will be Mrs. Castleton, Frank Loewen, A. D. G. Yates, and Dr. S. C. T. Clarke.

◆ *Our school board members have been quite critical of us because they say we meet them only when we want more salary. What can we do about such an attitude?*

Invite the school board to establish with the local a joint school improvement committee. This committee could then discuss such matters as school equipment, regulations, improvement of instruction, public relations, and other local problems.

◆ *Why doesn't the Department of Education appoint as superintendents elementary school teachers, instead of high school principals?*

We are not aware that the Department has an inflexible set of criteria for determining the basis of appointments to superintendencies.

◆ *Don't you think that the editorials in The ATA Magazine should deal with subjects like merit rating, accredited schools, and other controversial issues?*

Any criticism we have enjoyed to date has been because some of our readers believe that our editorials are too controversial. Editorial writing is a highly personalized activity and reflects within the bounds of Association policy the views of the editor.

◆ *What is The Alberta Teachers' Association doing in the field of educational research?*

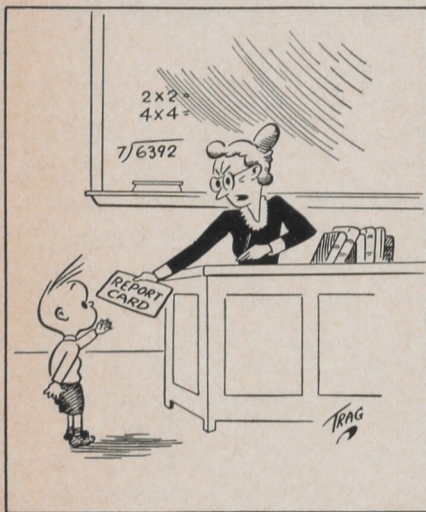
We help in the financing of the Alberta Advisory Committee on Educational Research. In addition, we recommend to local associations the establishment of local education research committees. These local groups can deal effectively with the less sophisticated type of research. An effective program in this field has been carried on for some years by the Edmonton local. The Association is prepared to give counsel and assistance to locals interested in setting up such activity. Your inquiries should be directed to Dr. S. C. T. Clarke, general secretary.

◆ *Is it advisable and professional to discuss the duties of principals and vice-principals at sublocal meetings?*

Certainly.

◆ Is there a provincial law which regulates salaries of the so-called student teachers?

The Emergency Teacher Training Act and regulations provide that a student teacher shall receive \$200 less than the annual basic minimum salary for a teacher with one year of training and no experience. During the second year of service the student teacher should receive \$200 less than a teacher with one year of training and one year of experience. When the student teacher successfully completes his third summer session he should then be entitled to the basic minimum salary for one year of training for a certificated teacher. Salary schedules do not recognize for increment purposes the time spent in the classroom by a student teacher before he receives his Junior E certificate.



"... And tell your father he's still pretty weak in arithmetic!"

**SAY YOU SAW IT IN THE ATA
MAGAZINE!**

GRANDE PRAIRIE CITY

SCHOOL DISTRICT No. 2357

requires for September 1, 1959

- one teacher of commercial and related subjects
- one automotives shop teacher
- one teacher for physical education (male or female)
- elementary and junior high school teachers, vice-principal opportunities

1959-60 SALARY SCHEDULE WILL PAY

	1	2	3	4	5
Min.	\$2800	\$3300	\$3800	\$4300	\$4600
Max.	4300	4900	5700	6700	7000

Please include summary of qualifications and experience with initial letter. Apply

Secretary-Treasurer

Grande Prairie

School District No. 2357

Box 3328, Grande Prairie

LACOMBE SCHOOL DIVISION Requires teachers

Applications are now being received for the fall term. Teachers will be required at the elementary, junior and senior high school level, at all our centralized schools.

Vacancies at

Lacombe

- one for elementary physical education, with part Grade 6
- one for physical education, female, includes teaching junior and senior high health
- one full time French teacher for Grades 7 to 12, must speak French fluently

Blackfalds

- science teacher, Grades 7 to 9

Oliver

- science teacher, Grades 7 to 10

Bentley

- one junior high or senior high teacher, general pattern

Application forms may be obtained from

**Secretary-Treasurer
Lacombe School Division
Lacombe, Alberta**

In Memory

Name	Last Employment	Date of Death
*Claude V. Asselstine	Calgary S.D. 19	Sept. 22, 1958
William Murray Bell	Lethbridge S.D. 51	Feb. 13, 1959
George M. Crawford	Lac Ste. Anne S.D. 11	Feb. 11, 1959
*Mary I. Dulmage	Nanton Cons. S.D. 50	Apr. 7, 1959
*George F. Godfrey	Foothills S.D. 38	Feb. 22, 1959
Elsie M. Hunt	Macleod S.D. 28	Nov. 12, 1958
*Edith L. Joudrey	Edmonton S.D. 7	Feb. 11, 1959
Peter Kolawsky	Lamont S.D. 18	Apr. 14, 1959
Margaret Lacey	Lethbridge Sep. S.D. 9	Feb. 26, 1959
*John Lee Laurie	Calgary S.D. 19	Apr. 6, 1959
John L. McDougall	High Prairie Sep. S.D. 56	Apr. 6, 1959
*Donald MacPherson	Crowsnest Cons. S.D. 78	Dec. 16, 1958
Lottie T. McCoy	Olds S.D. 31	Feb. 17, 1959
*Margaret B. Moore	Calgary S.D. 19	Dec. 18, 1958
Gladys Pasmore	Wheatland S.D. 40	Feb. 23, 1959
Roscoe George Powell	Calgary S.D. 19	May 8, 1959
*E. A. Quantz	Bonnyville S.D. 46	May 18, 1959
Hilda C. Roberts	Edson S.D. 12	Jan. 6, 1959
*E. Irene Smith	Calgary S.D. 19	July 4, 1958
Mildred E. Stevens	Medicine Hat S.D. 76	Mar. 26, 1959
Bertha L. T. Westover	Clover Bar S.D. 13	Jan. 22, 1959

*Pensioners

EAST SMOKY SCHOOL DIVISION No. 54

Requires teachers for Elementary, Junior High,
and Senior High Schools at Valleyview,
Crooked Creek, and DeBolt

Salary schedule for 1959-60

	1st Yr.	4th Yr.	6th Yr.
Minimum	2800	4400	4850
Maximum	4200	6400	7250
Increments	2x300	2x300	2x300

and 4x200 and 7x200 and 9x200
Bonus of \$200 - \$300 in addition to above.

Apply to:

**M. Intscher, Secretary-Treasurer,
East Smoky School Division No. 54,
DeBolt, Alberta.**

FIELD, HYNDMAN, FIELD, OWEN, BLAKEY & BODNER

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THE SECRETARY REPORTS

Curriculum

At the banquet address to the 1959 Annual General Meeting, Dr. M. E. LaZerte made a sharp distinction between courses of study and curriculum. Teachers are very familiar with courses of study, which have grown from the original outlining of chapters of the prescribed text to be valuable pamphlets in their own right. The distinction between these courses of study and the curriculum is that what is suggested in the courses of study is not always what the student actually learns. The planning, organization, presentation, and evaluation of the suggested material is in the hands of the individual classroom teacher. Adding this modification to the courses of study, we get curriculum in the sense of the learning experiences which actually occur in the school classroom. Add to this the extracurricular activities and that subtle thing called school atmosphere, and we have curriculum in the sense being used here.

The Alberta Teachers' Association is on record as pursuing a policy of increased emphasis on curriculum in this broadest sense. This policy is sound in that the keynote of professionalism is competence, and as an Association, we are concerned with improving the competence of our own members. This policy is also sound in that improvement in the salary and welfare of teachers is readily defensible insofar as teachers are competent.

One of the problems of rural locals and sublocals is that any study of educational problems calculated to improve competence of teachers is handicapped by distance and by lack of resource persons and of resource material. If a local or a sublocal wishes to work, for example, on remedial reading (that is, the identification, diagnosis, and treatment of genuine remedial reading cases), all of the above difficulties operate. Yet it is agreed that there is no better way for professional improvement of teachers than the study of a common problem.

One method of assisting locals and sublocals in their curriculum study has been approved on a trial basis by your Executive

Council. For five problem areas commonly found in education your Association is preparing a monograph. These five are the start of a series to be called "The Alberta Teachers' Association Series in the Improvement of Instruction". These monographs are in the process of being prepared and should be ready by September 1. They will be distributed free to all locals. Each one will list the essential books, pamphlets, texts, or other materials which must be on hand for a teacher group to carry on the study and will even list the number of copies required. A statement of the problem area, and steps in its investigation and correction will form the body of the monograph. It is to be hoped that locals or sublocals will then be able to select for study one of these problem areas and have some guidelines and resources. The cost of the materials listed will not be great and should cheerfully be borne by locals.

The second aspect of curriculum in the broad sense described above which is being investigated is the possibility of special interest groups. This matter was raised at the ATA Curriculum Committee meeting on May 11. It has also been discussed at a meeting of the Executive Council, but at neither of these meetings was any formal decision made. The idea of a special interest group is that we might have, say, the Mathematics Council of the Association. This council could hold an annual meeting attended by those teachers interested in mathematics. It is obvious that the meeting would have to be held during the Easter, summer, or Christmas vacations so as not to conflict with teaching duties. Membership would be purely voluntary, consisting of teachers and others who share this special interest. The Alberta Teachers' Association might offer financial support, consultants or guest speakers, and facilities for printing and distributing materials for members. Such councils would make contact with the Department of Education, the Faculty of Education, etc. only through the Executive Council. This will prevent education in Alberta from speaking in a Babel of voices. The fundamental function of such councils would be the professional one mentioned above; improving instruction by increasing the competence of teachers.

Stanley Clarke



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ATTENTION

HIGH SCHOOL PRINCIPALS

The Faculty of Education, University of Alberta, is asking that students entering the Junior Elementary or the Bachelor of Education programs apply for admission before August 31. Application should be accompanied by two high school transcripts showing standing at date of application. Students who expect to be admitted on the basis of the August supplemental examinations should apply for admission before August 31 and should arrange with the Examinations Branch, Department of Education, to send two revised transcripts as soon as the results of the supplemental examinations are known.

Application forms are available from the Director, University of Alberta in Calgary, and from the Dean or Registrar, University of Alberta in Edmonton.

Please advise interested students to write for application forms if they have any thought of entering the Faculty of Education for the 1959-60 university year.

H. T. Coutts

Dean

Faculty of Education

Rutherford Library,
University Of Alberta.
Edmonton 9, Alberta.

How many Calories?



How many calories in a level teaspoonful of sugar? Some will guess as high as 600. Does it surprise you that there's only 18 calories? Under normal conditions, your body will use up as many in 7½ minutes. Your appetite is directly related to your body's need for energy. Sugar supplies energy—satisfies appetite faster than any other food. That's why sugar plays a key part in the newer weight-control diets.

Alberta schools are studying the story of the growing and refining of sugar in Western Canada with our booklet "Energy from Sugar". Copies are available on request.

Also, our film "From Sunshine to Sugar" is available through:

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The South Central Alberta Film Federation,
National Film Board Canada,
713 Public Building, Calgary.

The Edmonton Area Film Federation,
Recreation Department Building, Edmonton.
The Audio Visual Aids Branch,
Government of the Province of Alberta, Edmonton.

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